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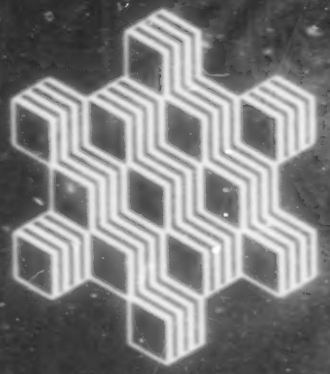
Curriculum Guide



MORAL INSTRUCTION FOR STUDENTS EXEMPTED FROM RELIGIOUS INSTRUCTION

SECONDARY SCHOOL

SECONDARY ONE

Québec

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Le guide a été élaboré pour être utilisé avec le programme d'enseignement moral de secondaire 1. Il est basé sur le texte révisé d'une version du programme d'enseignement moral qui a été testée dans les écoles. Cette version révisée a été approuvée par le Comité catholique du Conseil supérieur de l'éducation en octobre 1977. Lors de l'élaboration de ce guide, certaines caractéristiques du programme ont été retenues, d'autres grandement modifiées et de nouveaux éléments ont été ajoutés. De plus, on a prêté l'attention requise aux recommandations faites par les différentes personnes qui ont aidé à tester le programme. Le guide comprend trois parties: 1. l'introduction expose la philosophie sous-jacente au guide et l'objectif général du programme de secondaire 2; 2. la deuxième partie présente la méthodologie: l'approche pédagogique générale et la méthodologie propre à l'enseignement moral; 3. la troisième partie fournit des renseignements pratiques et propose des activités d'apprentissage pour les six modules du programme.

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SECONDARY ONE

Direction générale des programmes
Direction de la formation générale

Approved by the Comité catholique of the
Conseil supérieur de l'éducation
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IMPORTANT NOTE

It is essential to read the first cycle Moral Instruction program to ensure an effective use of this curriculum guide.

The traditional masculine forms of speech are used throughout this document; however, BOTH genders should be understood.

FOREWORD

This curriculum guide has been developed for use with the Secondary I Moral Instruction program, as recommended in the new Cadre d'élaboration des programmes et des guides pédagogiques, published by the Direction générale du développement pédagogique.

The guide is based on the revised text of the field-tested version of the Moral Instruction program, which was approved by the Comité catholique of the Conseil supérieur de l'éducation in October 1977.

In the process of developing this guide, some features of the program have been retained, others have been greatly modified, and new elements have been added. In addition, due consideration has been given to the recommendations made by the different people who helped in field-testing the program.

The code number of this guide is 16-3732-01A. The number of the corresponding program is 16-3731-00A.

1. INTRODUCTION

This curriculum guide was designed for teaching groups of students. However, it contains additional information for individualized instruction in cases where students must work on their own, at the library or elsewhere. These details or particulars are usually framed and easy to find in the text.

1.1 UNDERLYING PHILOSOPHY OF THE GUIDE

By definition, the purpose of a curriculum guide is to help the teacher in his task and to suggest ways of helping students to achieve the general and terminal objectives of a course or program. In fact, this guide suggests an instructional approach and specific teaching strategies for each module. However, it is neither a blueprint nor a formula for hurried and ill-prepared teachers. It is not prescriptive. In keeping with the policy of the ministère de l'Éducation, a curriculum guide is "an officially approved document which is intended as an optional teaching aid, and which suggests to teachers various instructional methods for a given course or program."[1] It is a tool that calls upon the teacher's creativity and ability to adapt. The different learning activities are suggestions only, and teachers are free to make all necessary adjustments to suit the needs of their students.

As this curriculum guide is implemented in the schools, it is expected to elicit various reactions and criticisms, and to highlight certain needs. It is hoped that such feedback will serve to improve the guide and make it a more effective teaching tool.

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1 Québec, ministère de l'Éducation, D.G.D.P., Cadre d'élaboration des programmes et des guides pédagogiques (Québec: ministère de l'Éducation, April 1980), p. 15. (This citation is a free translation.)

1.2 OVERALL OBJECTIVE OF THE SECONDARY I PROGRAM

The Moral Instruction program for Secondary I is intended to help young people around the age of twelve to develop a greater awareness of others, as this awareness is an integral part of their moral judgement and moral behaviour.

Secondary I students are not yet fully aware of all the contradictions of adolescence and their attention can still be easily captivated by the desire to know. Nevertheless, they are highly sensitive and sometimes new situations can easily upset them. Just watching the nervous behaviour of some of these young students as they wander in the corridors of a vast comprehensive school gives some indication of how they might react in an unexpected situation. Twelve-year-old students are also very curious. They are fascinated by stories and take great interest in games. The program draws on young people's experience to teach them gradually to become more people oriented.

In terms of their moral development, the students are at the stage where they are beginning to open up to others. The program is designed to help them in this endeavour, for this opening to others will be an important element in their moral judgement and behaviour.

2. METHODOLOGY

2.1 OVERALL INSTRUCTIONAL APPROACH

The Secondary I curriculum guide presents the six modules of the program in the chronological order in which they are to be covered during the school year. Each module consists of the following three elements:

1. An introduction, which places the theme of the module in its ideological or psychological context;

2. A planning chart presenting the four following components:

   a) content: title of the unit in the first rectangle, top left;

   b) terminal objective: statement of the objective in the second rectangle, top right;

   c) intermediate objectives: the first column indicates the number of 45-minute periods prescribed for the unit; in the second column, entitled "Code," a number is given to indicate the order in which the objective is covered in the module and letters C and A are used to indicate whether the objective is cognitive or affective; in the fourth column, labelled "Moral Methodology," a symbol is used to indicate the moral dimension covered in the intermediate objective. (Refer to the second part of this chapter or to Chapter 3.1.3 of the program for the meaning of the symbols.)

   d) learning activities and means of evaluation: these are described briefly in the two right-hand columns;

3. Activity sheets, which explain more thoroughly, when necessary, the learning activities and the method of evaluation for each module. The activity sheets are numbered sequentially throughout the guide whereas the intermediate objectives are numbered sequentially within each module.

2.1.1 Intermediate Objectives

All the objectives have been formulated in accordance with the specification set forth by R.F. Mager in Preparing Instructional Objectives.[1] In general terms, Mager defines an intermediate objective as the result expected from teaching. (Mager uses expressions such as "objectives stated in behavioural or performance terms.")[2]

The major fectures described by Mager apply to both types of intermediate objectives, the cognitive and the affective. However, these features are arranged and treated differently in each of the two categories of objectives.

In addition to identifying the terminal behaviour desired, a cognitive objective must specify all the conditions under which the student will be evaluated. It must also establish the performance criterion or criteria which will be used to determine whether or not the student has achieved the objective. According to Mager, in formulating a cognitive objective, three elements must be specified:

1. the conditions, or what is given to the student at the time of evaluation;

2. the behaviour, or the action the student is to perform;

3. the criterion of acceptable performance, or the quality of behaviour expected from the student. (In the planning chart of each module, this criterion is identified by the letters C.P.)

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1 Robert F. Mager, Preparing Instructional Objectives (Palo Alto, CA: Fearon Publishers, 1962).

2 Ibid, p. 24

The affective objective is also composed of three elements, the last one being more specific to this type of objective. These elements are:

1. the condition, that is, a brief description of the conditions under which the behaviour should be exhibited;

2. the taxonomic behaviour, that is, the behaviour expected from the student;

3. the operational behaviour, or that which makes it possible to describe concretely how the student will display the taxonomic behaviour. In formulating the operational behaviour, an active verb designating a concrete action must be used.

Note: The condition, the performance criteria, and the operational behaviour indicated in the intermediate objectives are offered as suggestions only. The teacher is free to adapt them or to change them as he sees fit.

2.1.2 Learning Activities

Taking into account the Secondary I student's desire to learn and his interest in games and stories, a number of activities, varied enough to keep the student motivated, have been suggested in the guide. Clearly, in a course of 70 periods, teaching strategies should be diversified as often as possible in order to reach the greatest number of students. The teacher is encouraged to intervene using concrete learning contexts in which students are required to solve games, tell stories, recount personal experiences, and so on. Each of these activities has a title and the teacher should feel free to adapt, modify, or change it completely.

It is understood that the suggested learning activities will not always be appropriate for all students. Consequently, it may be necessary to adjust or replace some of the activities. Once again, the teacher remains in charge. It is his privilege and responsibility to decide how the suggested activities will be used.

2.1.3 Measurement and Evaluation

Measurement and evaluation at the Secondary I level is usually done through written questions. The planning chart lists the suggested questions in the "Means of Evaluation" column. Many are single-answer questions, while others are open-ended, requiring the student to comment on or analyze a text, or to explain specific statements or course notes.

Other means of evaluation include observation of the student's behaviour (note-taking skills, participation in an activity, the number of questions he asks during a discussion, the number of completed checklists, etc.), as well as the student's self-evaluation, especially in activities requiring his active participation.

Attainment of the cognitive objectives is best measured and evaluated by means of written questions. The weighting of the students' answers depends on the relative importance of the content and of the learning activities involved. The decision rests with the teacher.

The affective objectives are evaluated mainly through observation of the student's behaviour and through student self-evaluation. Normally, students' responses are not weighted in the evaluation of affective objectives. It has been shown that attributing scores to behaviours can interfere with teaching strategies and thus with the attainment of objectives.

2.2 MORAL METHODOLOGY: THE LEARNING PROCESS IN MORAL INSTRUCTION

Moral methodology has already been discussed in the introduction to the third chapter of the program. The following section serves simply to underline the importance of this methodology and to review the way in which it is applied in the learning activity guide for Secondary I.

The purpose of moral methodology is to give the student the means or "skills needed" to perform actions that are truly moral. There are specific ways of proceeding in nearly every field of human activity, including the sphere of moral decision-making. It is important, therefore, in moral instruction, that students be taught to approach moral questions in a methodical way.

The first function of moral methodology is one of education. Moral conscience needs a framework just as a young plant needs support. Of prime importance at the beginning, moral methodology will slowly be replaced by the particular moral framework developed by the individual. In Secondary I, this methodology focuses on three skills to be developed in the student. They constitute three components of moral methodology:

1) experience and facts:

2) statement of the problem and moral evaluation;

3) action.

The planning chart of each module shows, in symbolic form, the dimension covered in each of the intermediate objectives.

2.2.1 Experience and Facts

The first part of this component - experience - deals with the subjective dimension. It relates the student's real-life experiences to the theme studied in the module. It requires the student to express himself in relation to himself and to others. At this stage, the teacher's role is to facilitate and encourage. The Secondary I student still likes to talk about himself. There are many ways of drawing on the student's experience: re-enacting a situation, referring to childhood memories, using a film to start a discussion, presenting dilemmas, etc.

The second part - facts - concerns the objective and descriptive dimension of a theme or a subject. The student should have access to all pertinent information that could help him make a moral judgement. Here, the teacher's role is to inform the students by giving them the most pertinent and meaningful information available.

2.2.2 Statement of the Problem and Moral Evaluation

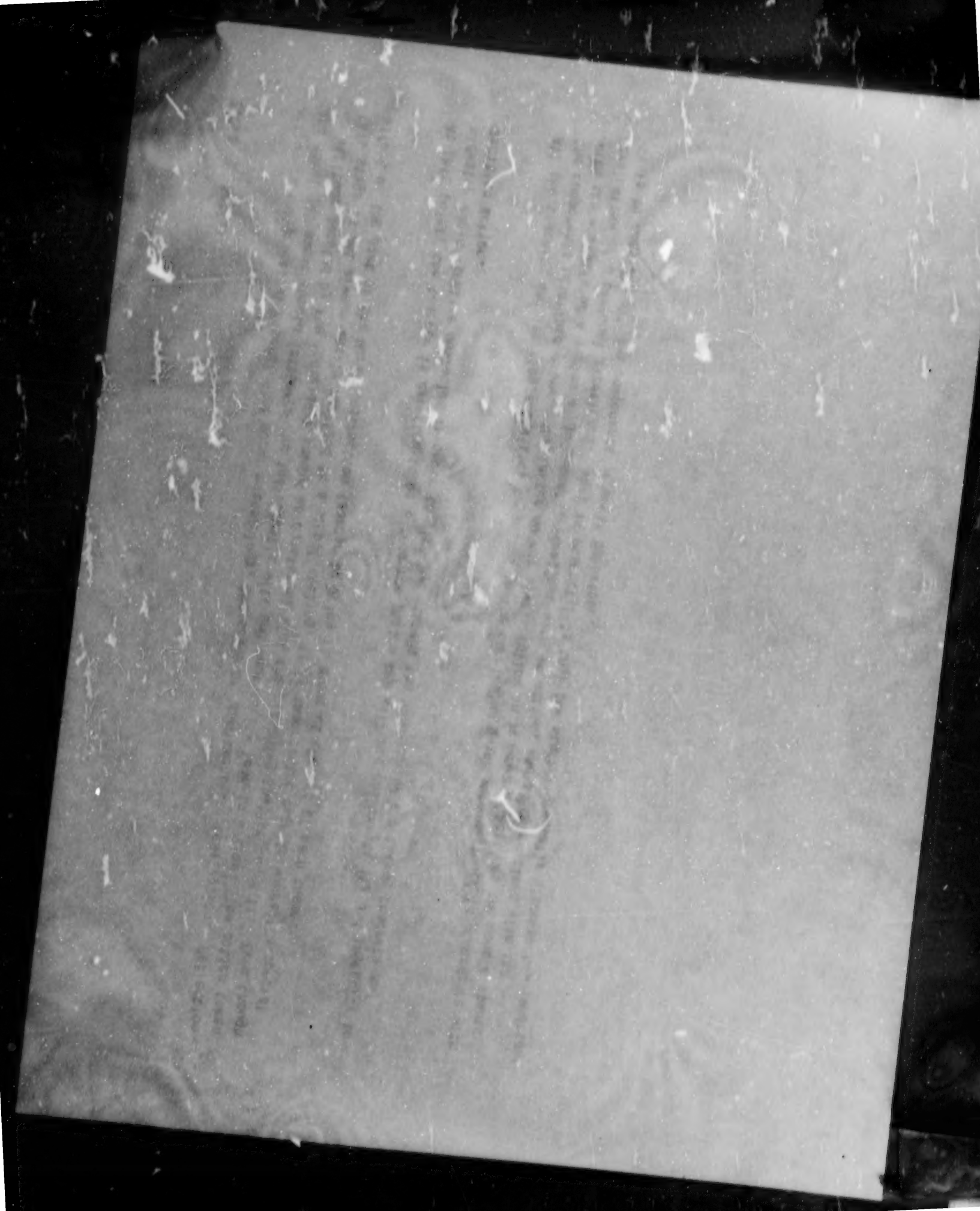
In the first stage, it should become apparent to the student that there is often a certain tension between the subjective quality of personal experience and the objective nature of facts. In the second stage, the student must deal with this inevitable contradiction as he ponders a situation and makes a moral judgement. At this stage, the teacher's role as a "clarifier" and "evaluator" takes on primary importance, especially as Secondary I students sometimes find it difficult to analyze situations in depth and to evaluate the consequences of their actions. The teacher should help the student to "weigh" all the possible options and attitudes, and to explain why a particular option or attitude seems more appropriate to him.

2.2.3 Action

Action is the practical dimension of moral methodology, the stage of commitment and realization. Reflection and moral judgement should influence the individual's will and necessarily lead to action. The action taken or attitude adopted by the individual should be consistent with the reasoning that precedes it. Even though this stage is not always easily realized in a school setting, it is important enough to warrant a special effort on the part of the Moral Instruction teacher to bring it about at the end of each theme.

At this point, the teacher is expected to be a resource person who will use his creativity and ingenuity to sidestep administrative obstacles in order to give the student the opportunity for taking concrete and exciting action.

All the teaching and learning activities suggested in the curriculum guide were designed in accordance with the components described above. The latter do not always follow in sequence. At times the module starts with the analysis of a series of judgements, sometimes with an action, and at other times with the evaluation of a personal experience. What is essential is that the student gradually discover how important it is to consider all the components of moral behaviour.



3. TEACHING

SUMMARY TABLE - SECONDARY I

Overall Objective for the Year: TO DEVELOP A GREATER CONCERN FOR OTHERS AS A FACTOR IN HIS MORAL DECISION-MAKING AND ACTION.		
Modules	**Titles**	**General Objectives**
1	Initial Reception and Greeting	To get to know his teacher, his group, and the content of the course.
2	Moral Values	To discover the meaning of "morality."
3	New Surroundings	To realize that living in new surroundings requires new habits.
4	People in the School	To respect the various people in his surroundings.
5	Authority	To realize that regulations are needed for living in society.
6	The Declaration of the Rights of the Child.	To recognize his rights and those of others.

3.1 MODULE 1: INITIAL RECEPTION AND GREETING

MODULE 1: INITIAL RECEPTION AND GREETING

Time	Two 45-minute periods.
General Objective	To get to know his teacher, his group and the content of the course.
Terminal Objective	At the end of this module, the student should be able: Unit 1.1 To retain some of the requirements set forth by the teacher. Unit 1.2 To identify the main themes to be covered during the year. Unit 1.3 To have an understanding of the procedure to be followed in this course.

INTRODUCTION

The initial reception students are given often determines the success of their school year. The reception given is even more important in a course such as Moral Instruction, where the students' interpersonal relationships and experiences are the driving force.

It is therefore important that, on completion of this module, the student be acquainted with the other people enrolled in the course, know the requirements set forth by the teacher (Unit 1), be able to list the main themes to be covered during the year (Unit 2) and have an understanding of the procedure to be followed in the course (Unit 3).

Suggested Sequence

To begin, the student is introduced to his teacher and his peers (Objectives 1-2; 1 period). If necessary, more time than originally planned can be devoted to this activity. The student is then asked to identify the themes that will be studied during the year (Objective 3; 1/2 period).

At the end of the sequence, the student is to describe "moral methodology," which is the process for developing moral behaviour that is to be used in the course (Objective 4; 1/2 period).

Unit 1.1: Introduction	Terminal Objective: To retain some of the requirements set forth by the teacher.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	1	The student will be able: To name the students in his group from memory. C.P. 60%	⬡	- Getting to know the teacher - Getting to know the students (See Activity Sheet 1)	Check whether the student remembers 60% of the names of his classmates. N.B. Questions related to Objectives 2, 3 and 4 can be grouped together and asked at the end of the module.
	2 C	Without any references, to list four of the requirements set forth by the teacher. C.P. 4/4	△	Lecture: - Material and disciplinary requirements; - Role of the Moral Instruction teacher (See Activity Sheet 2)	Ask the student to name four of the requirements set forth by the teacher in his lecture.

Unit 1.2: Course outline	Terminal Objective: To identify the main themes to be covered during the year.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
.5	3 C	Given a list of words, to identify five themes that will be covered during the year. C.P. 5/5		Lecture explaining in broad terms: - the summary table for the school year - the table explaining the course content Give the students a photo-copy of these two tables and briefly explain their content (See Activity Sheet 3)	In the list of words below, ask the student to underline the words that represent the themes to be covered in this year's course: Love Choice Morality Authority Family Rights of the child Values New environment Violence The people in your school

Unit 1.3: Methodology	Terminal Objective: To have an understanding of the procedure to be followed in this course.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
.5	4 C	Using his notes, to describe moral methodology or the process for developing moral behaviour. C.P. 2/3	△	Teacher's presentation on the stages involved in the process of developing moral behaviour (See Activity Sheet 4)	Ask the student to write a letter to a friend describing the learning process in moral instruction.

LEARNING ACTIVITIES

Unit	1.1
Objective	1

Getting Acquainted

ACTIVITY SHEET 1

1. Getting To Know the Teacher

How the teacher introduces himself will depend on his personality, style, experience, and, of course, audience. The teacher might want to give the following kind of information about himself: name and surname, number of years as a teacher in the school and as an instructor of this subject, areas of specialization, family situation, personal tastes, interests, hobbies, values, etc.

2. Getting To Know the Students

The teacher might ask the students to introduce themselves to their classmates in any way they wish, or by following the teacher's example.

Individualized Instruction

Given that the student is not part of a group, the first objective will have to be changed. Instead of "naming his classmates," the student will be asked to "get to know his teacher." Teacher and student, therefore, will meet to exchange personal information based on the suggestions provided in Section 1 above.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Demands of the Course

ACTIVITY SHEET 2 a

1. The Teacher's Requirements

a) Material Requirements:

Each student should have a special notebook for Moral Instruction (Duo-Tang style). Students should try to keep all notes and sheets given by the teacher, personal assignments and evaluations, in the same sequence as they appear in the course. This habit helps students to develop self-discipline, tidiness, and interest in the course.

The teacher may wish to evaluate their notebooks from time to time.

b) Disciplinary Requirements:

Given that this course is a course in Moral Instruction, students should learn to develop a positive attitude towards self-discipline. Interpersonal relationships in the group, (student ↔ student) (student ↔ teacher), may be governed by the following principle: "My freedom ends where the freedom of others begins." (The teacher may offer the following examples illustrating behaviours that deviate from the norm: smoking in a prohibited place, interrupting a person who is speaking, leaving before the bell rings, etc.) It is in this spirit that school regulations should be understood.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Elements of the Course

ACTIVITY SHEET 2 b

Individualized Instruction

a) Material requirements: Give high priority to evaluating the notebook in which the student keeps his personal notes, as they represent his usual work.

b) Disciplinary requirements: Help the student to understand the importance of self-discipline, for he must "organize himself" to work on his own most of the time. Point out that this will not be an easy task, and that much effort will be required.

2. The Teacher's Role

The role of the teacher is essentially that a of moral educator. He contributes to the total development of the student. Naturally, there is an intellectual dimension to this role, as the teacher is expected to transmit some concrete knowledge to the student (cognitive dimension). Above all, however, the teacher's role involves an affective dimension, which consists in helping students to discover who they are and to progress towards their own fulfillment, their own growth. This implies that the Moral Instruction course is somewhat different from other courses because it lays more stress on process than on content.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Demands of the Course

ACTIVITY SHEET 2 c

- Note: In addition to the comments found in the program concerning the role of the moral educator, the teacher may refer to Thomas Gordon's book, Teacher Effectiveness Training, (New York: Peter Wyden, 1974), specifically Chapter 2: "A Model for Effective Teacher-Student Relationships."

Individual Instruction:

Referring to the above notes, it is important that the teacher explain to the student the role of the Moral Instruction teacher and, in particular, the role that he will be called upon to play during the year in the process of individualized instruction.

LEARNING ACTIVITIES

Unit	1.1
Objective	3

The Student's Expectations

ACTIVITY SHEET 3

It would be interesting to find out whether some of the students have already taken a course in Moral Instruction. Discussion could focus on the following questions:

- Is taking a course in Moral Instruction the same as taking a course in Mathematics or in French?
- What differences do you see?
- Why did you choose to take a course in Moral Instruction?
- Etc.

LEARNING ACTIVITIES

Unit	1.3
Objective	4

Deciding What is Best for You

ACTIVITY SHEET 4 a

Teacher's Presentation

The following is a possible text which the teacher could use in his introductory presentation.

In Moral Instruction, the teaching/learning process differs from that in other subjects and is known as "moral methodology." Moral methodology aims at giving students the means to behave in a moral way. In addressing each objective, a precise sequence will be followed to help the student develop his ability to behave in a moral way. This sequence is identified by a sign or symbol placed after the objectives.

The symbols used stand for:

1) personal experience, or the student's own history, his way of experiencing situations, his way of reacting in certain circumstances; □

2) knowledge of human beings, or the knowledge and facts he needs to know in order to make a judgement, other people's points of view and any other information that may be of help. △

LEARNING ACTIVITIES

Unit	1.3
Objective	4

Deciding What is Best for You

ACTIVITY SHEET 4 b

NOTE: Sometimes these two stages coincide, that is, experience and facts are dealt with at the same time. The following symbol is then used:

3) statement of the problem and moral evaluation, that is, personal reflection and the formulation of a judgement based on personal experience and on the information obtained. Personal points of view may sometimes conflict, at which time certain compromises will have to be made. The student must learn to judge the best possible outcome to decide what is good for him and to determine what contributes to his development without causing any harm to others.

LEARNING ACTIVITIES

Unit	1.3
Objective	4

Deciding What is Best for you

ACTIVITY SHEET 4 c

4) lastly, the action he takes or the behaviours he adopts as a result of his reflection and understanding. His own discovery of what is good for him will undoubtedly have a strong impact on his will and spur him to action. ⬡

The symbols placed next to each objective serve to identify the learning process and will be used throughout the school year.

Individualized Instruction

Present the same text as used with the class and ask the student to write to a friend to explain, in his own words, the teaching process to be followed this year in Moral Instruction.

3.2 MODULE 2: MORALITY

MODULE 2: MORALITY

Time	Two 45-minute periods.
General Objective	To discover the meaning of "morality."
Terminal Objective	At the end of this module, the student should be able: Unit 2.1 To comprehend the meaning of the word "morality."

INTRODUCTION

At the beginning of the first cycle of secondary school, it is important that students enrolled in Moral Instruction comprehend the meaning of the word "morality" from the start. They are expected to continue to explore the meaning of the term throughout their moral education. During the year, they will often refer to the definition of the term when evaluating a situation or making a moral judgement.

The student should be encouraged to think about morality, beginning with a simple definition of the word and a variety of concrete examples taken from everyday life. Drawing on both his personal and ethical experience, he should be able, whatever his age, to define morality in his own words.

This short module gives the student the opportunity to discover the meaning of "morality" and to see how this course can help him assimilate the concept.

Suggested Sequence

Only one unit provides the student with the opportunity to define morality (Objective 1; 2 periods).

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Notes to the Teacher

Morality is that part of human knowledge and experience which pertains to the individual's concern with what is good, with ways of being happy while respecting others, and with the kinds of actions he can take to achieve this happiness. For example, when a person wonders whether it is preferable to forgive a friend for having been aggressive, and freely decides not to reproach him, he accomplishes an action that is morally good. His behaviour contributes to maintaining a friendship that makes his life more pleasant.

Every time a human being reflects (weighs the pros and cons) and chooses freely to act in what seems to him the best way under the circumstances, to attain happiness and stability without harming others, he performs a moral action.

As a discipline, morality is concerned with analyzing what constitutes good behaviour in terms of the definition of a human being, of his needs, and of what he can do to fulfill his aspirations while taking into consideration the aspirations of others. The overall objective of this course for the student is "to develop a greater concern for others as a factor in his moral decision making and his moral action." The emphasis will be on the discovery of the presence of others, of their needs and aspirations, of the changes that occur in the life of adolescents and of what this implies in terms of their behaviour.

Unit 2.1: Definition of Morality	Terminal Objective: To comprehend the meaning of the word "morality."

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	1 C	The student will be able: Without any references, to define the meaning of morality. C.P. 100%	△	- Brainstorming to find a simple definition of "morality" - Reflecting on morality - Illustrating the concept (See Activity Sheet 5)	Ask the students to write a definition of "morality."

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 a

A. Brainstorming to Find a Definition of Morality

1. What does "to live morally" mean? The question is put to the group; the aim is to come up with ideas that help to define morality.

2. The group may begin by considering other concepts, such as:

   a) - Air pollution
      - Noise
      - Speeding

   b) - Wearing a hat. Is it good for you?

   c) - An overturned garbage can may seem funny, but to whom? To you? To your friends? To the caretaker?

Note: Using these simple examples as a starting point, the teacher can refer to values conveyed in the community to indicate examples of moral actions, or he can ask the students to name their own.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 b

3. Use of a dictionary is permitted:

   - Have the student write down the definition of morality that comes to his mind.
   - Give the definition found in the dictionary.
   - Compare the dictionary definitions with that of the student.

B. Reflecting on Morality

Morality involves the individual's search for what is good for him. For example, is it right to wear a hat in winter? If yes, then it is a moral action.

Each time one accepts to act freely, morality is involved. For example, when a person drinks a glass of water or brushes his teeth, he is acting for his own good. In this sense it is a moral action.

Morality is concerned with what the individual must do according to what he is and what he experiences with others. For example, if you perform an action that hinders your development or the development of others, you perform an immoral action. Learning to live peacefully with others is difficult and requires tact. Sometimes, what a person would like to say or do can hurt others. For example,

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 c

breaking the neighbour's window because you are frustrated is not an action that is morally good because it disturbs someone else and destroys his property.

Morality is also an attitude that gradually leads the individual to act in harmony with:

- HIMSELF ——————→ with respect to his own value system
- OTHERS ——————→ with respect to their value system

How can you adopt this attitude?

The course suggests the following steps:

1. Become aware that living in a new environment requires new habits.
2. Respect the different people around you.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 d

3. Be aware that regulations are necessary to live in society.

4. Recognize your own rights and those of others.

At the end of the period, link what is covered here with the module that follows.

This year, at the age of twelve, you are leaving the world of childhood behind. Changes will occur and you will experience these changes in new surroundings in which you will have to form new habits, interact with new people, and develop a positive attitude.

List five examples of actions that are morally good.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 e

C. Illustrating the Concept

Ask the students to prepare the materials for the next period, as they will be asked to illustrate on a cardboard poster what they have understood about morality. The assignment may be done using pictures, photos, drawings, etc.

At the end of the period, the students' posters will be discussed in class.

Individual Instruction

The same assignment may be given, except for the brainstorming session.

3.3 MODULE 3: NEW SURROUNDINGS

MODULE 3: NEW SURROUNDINGS

Time	Seventeen 45-minute periods.
General Objective	To realize that living in new surroundings requires new habits.
Terminal Objective	At the end of this module, the student should be able: Unit 3.1 To identify the differences between elementary and secondary school. Unit 3.2 To note that there are several "new" people in these new surroundings. Unit 3.3 To realize that he must fit into this new school. Unit 3.4 To realize that, as an adolescent, he is undergoing a transformation. Unit 3.5 To think about the problems that a young person faces in his first year of secondary school. Unit 3.6 To get along harmoniously with those around him. Unit 3.7 To have an optimistic outlook on the future.

INTRODUCTION

When leaving elementary school to enter secondary school, students will have to adapt to different situations. For some, it will mean changing schools, entering a comprehensive school, or meeting new peers. All will have to cope with a new type of school organization: different teachers for different subjects, frequent course changes, and so on.

As the student gets acquainted with his new surroundings, he is encouraged, in this module, to become aware of the new habits he will have to form and of the positive attitude he will need to adopt in this new situation. The first year of secondary school also coincides with the many developmental changes that occur in adolescents of this age. As adolescents, they sense that they are gradually outgrowing the stage of childhood and this severance is not easy. Students should be helped in this transition if they are to develop harmoniously and in a worry-free state of mind.

Suggested Sequence

In the first stage, the student identifies the differences between elementary and secondary school (Objective 1; 2 periods). Next, he realizes that there are several new people in these new surroundings (Objectives 2-3; 3 periods) and that he will be required to fit into this new school context (Objective 4; 1 period). He is also encouraged to recognize the changes that an adolescent of his age undergoes (Objectives 5-6-7; 4 periods) and to reflect on the problems that these changes can create (Objective 8; 3 periods). A further period of reflection leads the student to find ways of living harmoniously with those around him (Objective 9; 2 periods) and to develop an optimistic outlook on the future (Objectives 10-11; 2 periods).

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French References

GUILLAUME, P. La formation des habitudes. Paris: P.U.F., 1968

Audiovisual Material

About Puberty and Reproduction 10:19, 106C 0174 038 N.F.B.

Coming Home 04:05; 106C 0173 007 N.F.B.

The Boy Next Door 18:02; 106C 0362 026 N.F.B.

Teach Me To Dance 28:35; 106C 0178 295 N.F.B.

Unit 3.1: Physical surroundings	Terminal Objective: To identify the differences between elementary and secondary school.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	1 C	The student will be able: With the help of his notes, to list five differences between elementary and secondary school. C.P. 4/5		Activity: "Identifying differences (4 exercises) (See Activity Sheet 6)	Ask the student to list five differences between elementary and secondary school.

Unit 3.2: People	Terminal Objective: To note that there are several "new" people in these new surroundings.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	2	Without the help of his notes, to name five new people, including at least two teachers. C.P. 4/5		Short presentation by the teacher in preparation for the activity: "Getting Acquainted" (See Activity Sheet 7)	Ask the student to name five of the new people he has met, including at least two teachers.
	3 C	To name, from memory, four services offered by the school this year and to indicate their purpose. C.P. 6/8		Choice of: 1) Activity: "The services provided by the people in your school" 2) A tour of the school 3) Inviting people in charge of services to address the class (See Activity Sheet 8)	Ask the student to make a chart indicating the names and purposes of four services offered by the school.

Unit 3.3:	New habits to develop in response to these new surroundings

Terminal Objective:	To realize that he must fit into this new school.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	4 A	Using charts, to select one good habit to develop in these new surroundings.		Activity: "Looking at the past, present and future" (To be done individually) 1st step: Comparing behaviours 2nd step: Identifying a major change that occurred 3rd step: Identifying the extent to which a habit has been developed 4th step: Choosing a good habit to develop (See Activity Sheet 9))	Check to see that each student has completed all the charts.

Unit 3.4: Physical and moral changes	Terminal Objective: To realize that as an adolescent, he is undergoing a transformation.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	5 C	With the help of his notes, to establish four changes observed in the adolescents. C.P. 3/4	△	Library research: "Changes from childhood to adolescence" (See Activity Sheet 10) Individual work: "How you have changed" Completing a chart for the activity: "Looking at the past, present and future" (Objective 4) Class discussion (See Activity Sheet 11)	Ask the student to write a letter to a relative telling him of four changes that a person goes through in the transition from childhood to adolescence.
	6 A	To identify the stage he is at in his own development by filling in the appropriate square in the chart.	□		Check whether the chart has been completed.
	7 A	To become aware of his independence by completing a chart and answering a few questions.	◇	Chart: "Becoming more independent" Summary (See Activity Sheet 12)	Check whether the student has answered the questions in the chart.

Unit 3.5: Insecurities	Terminal Objective: To think about the problem that a Secondary I student faces.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
.T	Code	Objectives	Moral Method.		
3	8 C	Without the use of his notebook, to point out five insecurities that adolescents generally experience. C.P. 4/5	△	- Brief teacher presentation - Activity: "It's not easy" 1st step: Completing a story 2nd step: Sharing ideas 3rd step: Identifying personal anxieties 4th step: Illustrating adolescent anxieties - (See Activity Sheet 13).	Ask the student to name five anxieties that adolescents generally experience.

Unit 3.6:	New habits to develop in response to all these changes.

Terminal Objective:	To get along harmoniously with those around him.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	9 A	After completing the previous activities, to list some habits to be acquired and to explain them by doing three exercises.	⬡	- Recalling new situations experienced by the student - Exercises: 1 - Completing a chart; 2 - Completing a text; 3 - Making resolutions. (See Activity Sheet 14)	Check whether the three exercises have been completed.

Unit 3.6: Hope for the future	Terminal Objective: To have an optimistic outlook on the future.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	10 A	Beginning with a story, to describe his ultimate dream and to illustrate it on a poster.		1. Choice of: a) Teacher presentation b) Individual work 2. Describing and illustrating the student's ultimate dream. (See Activity Sheet 15)	Have students form small groups and explain the meaning of their illustrations to one another. Make sure each student participates and presents an illustration.
	11 A	To give examples of several means of attaining one's goal and to formulate five rules to be followed.		Activity: "Rules to follow" 1st step: Formulating five rules 2nd step: Preparing a dialogue or interviewing someone (See Activity Sheet 16)	Check whether the student has written down his five rules.

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 a

Brief description of the exercises

A few days have passed since your arrival at your new school. You have left your neighbourhood school and are now adjusting to the excitement of secondary school. Obviously, you find it different from your old school. Try to identify the major differences between the two. First of all, consider the travelling.

A. In your personal notebook, draw the route you took last year to get to school.

Answer the following questions:

- How long did it take you to get to school last year?
- Approximately what distance did you travel?
- What means of transportation did you use?

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 b

B. Draw the route you must take this year to reach your school and answer the same questions.

- How long does it take you to get to school now?
- Approximately what distance do you travel?
- What means of transportation do you use?

C. Compare the travelling you do this year with that last year.

1. Have you met any new people on this new route? Who are they?
2. Which of the two routes do you prefer? Why?

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 c

N.B. This exercise is convenient for small groups of students arriving from the same school. It would be interesting to follow up with a class discussion based on the last two questions in each of the following series.

D. Besides comparing the routes, it is also important to identify the differences between the two schools.

1. Last year:

a) What school did you attend?
b) Approximately how many students were there?
c) How many floors were there in the school building?
d) How many classrooms?
e) How many teachers?
f) Did you have one or more than one gymnasium?
g) Did you eat lunch at school?
h) Was there a cafeteria?
i) List five things that you liked.
j) List five things that you disliked.

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 d

2. This year:

a) What is the name of your new school?
b) Approximately how many students are there?
c) How many floors does it have?
d) How many classrooms?
e) How many teachers?
f) Is there a gymnasium? Several gymnasiums?
g) Do you eat lunch at school?
h) Is there a cafeteria?
i) List five things that you like about your new school.*
j) List five things that you dislike or that you find difficult to get used to about your new school.*

* See possible answers on the following page.

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 e

3. Your Preference

Which of the two schools do you prefer, last year's or this year's? Why?

Possible answers

1. List five things that you like about your new school:

- meeting new people, being able to make friends more easily;
- changing teachers for each subject;
- changing subjects every 45 minutes;
- having organized activity days;
- feeling responsible for the success of your school year;
- being able to have lunch at school if you wish;

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 f

- being able to have recess inside if you wish;
- having more teachers, more changes;
- being able to talk to some of the teachers and having them listen to you;
- having more freedom;
- having more space;
- having more boys/girls in the school;
- having older students around;
- having more friends to choose from;
- having more responsibilities;
- having representatives on the student council;
- having the option of going home for lunch;
- being free to move around;

LEARNING ACTIVITIES

Unit	3.1
Objective	1

Identifying Differences

ACTIVITY SHEET 6 g

- having activities organized to suit the students;
- having a lot of people around;
- meeting new challenges;
- etc.

2. List five things that you dislike about your new school:

- changes in certain people's behaviour;
- students' lack of respect;
- not having anyone around to provide information;
- getting up at six in the morning;
- having 23 periods;
- having more peer pressure;
- listening to teachers for long periods at a time;
- adjusting to the different standards set by each teacher;
- etc.

LEARNING ACTIVITIES

Unit	3.2
Objective	2

Getting Acquainted

ACTIVITY SHEET
7 a

The teacher can introduce the subject in the following ways:

You have just entered a new school. You recognize that it is different from the school you used to attend. But, this school is more than just a building; there are people who spend a good deal of their lives in it. This includes you, your friends (old and new), the teachers and administrators, and the people in charge of guidance, health, pastoral animation, activities, maintenance, etc. Examine these people more closely.

A. Friends

Your classmates are important to you. They are the people closest to you in school. You talk to each other. You confide in each other. You both bring something to the relationship. You have known some of your classmates for a long time; others you have just met a few days ago. When you first arrived at this new school, you probably made a few new acquaintances. Some of them might become your friends.

LEARNING ACTIVITIES

Unit	3.2
Objective	2

Getting Acquainted

ACTIVITY SHEET 7 b

1. List ten people from your class of last year. Next to each name, write a characteristic describing something that caught your attention about this person (a quality such as a personality trait, a physical characteristic or other).

   Examples: Meagan: always smiling
   Lois: a giggler

2. Now, list ten classmates who are in one of your groups this year. Try to write something characteristic about each one, just as you did for last year's classmates.

3. You have made new acquaintances. Maybe some of them will become your friends. Give three advantages of meeting new fellow students.

LEARNING ACTIVITIES

Unit	3.2
Objective	2

Getting Acquainted

ACTIVITY SHEET 7 c

B. Teachers

In addition to your new fellow students, you also have new teachers. But, your realize that knowing the name of a person does not mean that you know the person. Because these teachers are new to you, it would be worthwhile to start getting acquainted with them. Complete a worksheet on each of your teachers.

- Teacher's name: _____
- Subject(s) taught: _____
- Particular comments on the teacher:
  _____
  _____
  _____
- Differences from last year's teacher:
  _____
  _____
  _____

LEARNING ACTIVITIES

Unit	3.2
Objective	2

Getting Acquainted

ACTIVITY SHEET 7 d

Individualized Instruction

The text of the brief teacher presentation may be given to the student and he may be asked to do the suggested activities. Do not forget to give him a model of the worksheet for him to copy into his personal notebook.

LEARNING ACTIVITIES

Unit	3.2
Objective	3

The Services Provided by the People in Your School

ACTIVITY SHEET 8 a

The teacher can divide the activity into 2 parts and present it as follows:

A. Services

You are now about to meet one last group of people in your new school. Having met your fellow students and your teachers, you will now turn to the people working in the different school services. What is meant by services? Service employees are people working in your school to help you in different fields such as health, guidance, psychology, religious/pastoral animation, activities, maintenance, and so on. Every job provides a necessary service. First, you will make a list of the services offered in your school and the names of the persons who are responsible for them. Do not forget any of the services, for all of them can be useful to you. Then, write down one quality you would like each of the persons listed to have.

	Service	Person	Quality/Usefulness
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

After having filled out this chart, indicate how each of these services could be useful to you.

LEARNING ACTIVITIES

Unit	3.2
Objective	3

The Services Provided by the People in Your School

ACTIVITY SHEET 8 b

B. Other People

You may have met other people who have not yet been mentioned and who are of great help to you. For example, the librarian, the caretaker, the cook, the principal, etc.

As in the previous exercise, write down the names of any other persons who help you, indicating:

1. their function;
2. what they do for you.

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 2:
A Tour of the School

ACTIVITY SHEET
8 c

N.B. The teacher may organize a tour of the school in the form of a rally to visit the school's classrooms and offices and the people who work in them.

In teams, the students meet certain people in the school after having prepared a list of questions.

Possible persons to meet:

- Principal,
- Vice-principal,
- Religious/pastoral animator,
- Nurse,
- Teacher,
- Caretaker,
- Cook,
- Bus driver.

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 2:
A Tour of the School

ACTIVITY SHEET 8.4

The following ideas are intended to help students prepare a list of questions related to each of these people.

Principal

- Who is he/she?
- What are his/her functions in the school?
- What can he/she contribute to the students' education?
- How does he/she react to a student who does not respect these requirements?
- What does he/she expect from a Secondary I student?

Vice-Principal

- Who is he/she?
- What is his/her role in the school?
- How can he/she contribute to the students' education?
- What distinguishes him/her from the principal?
- Does he/she like his/her work?
- What does he/she expect from a Secondary I student?

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 2:
A Tour of the School

ACTIVITY SHEET
8 e

Religious/Pastoral Animator

- What is his/her role in the school?
- Who is he/she?
- What does he/she expect from a Secondary I student?

Librarian

- How does the library function?
- Are there many students who do not respect the library rules?
- Are the students courteous to the librarian?
- What is his/her role?
- What other work does he/she perform?
- What can the students do to make his/her task easier?

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 2:
A Tour of the School

ACTIVITY SHEET
8 f

Nurse

- Who asks him/her to perform physical examinations?
- What is his/her role in the school?
- Is he/she available for consultation?
- What criteria permit him/her to send a student home?
- At what times is he/she available to meet with students?
- What does he/she expect from a Secondary I student?

Teacher

- Why did he/she choose to become a teacher?
- How many years has he/she been in this school?
- Is it difficult to train to become a teacher?
- How does he/she manage to always keep a smile on his/her face?

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 2:
A Tour of the School

ACTIVITY SHEET 8.9

Caretaker

- Does he/she get tired of the students' disorderliness?
- How long has he/she been working as a caretaker at the school?
- Has he/she ever worked as a caretaker in other schools?
- What can a student do to make the caretaker's job easier?
- Are the students in our school messy?
- What is the caretaker's job?

Cook

- Does he/she like his/her job?
- Are the students satisfied?
- Do the students eat a lot?
- Does the cook have other duties in this school besides cooking?
- What does he/she do if there are meals left over at the end of the week?
- What can a student do to make the cook's job easier?

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Activity 3:
A Visit From Some of the Non-Teaching Personnel

ACTIVITY SHEET
8 h

The teacher may inv[illegible] one person from each of the services in the school and organize an information meeting in the form [illegible] a panel discussion.

Individualized Instruction

Activity 1: "The services provided by the people in your school" seems to be the most appropriate activity for individual work.

LEARNING ACTIVITIES

Unit	3.3
Objective	4

Looking at the Past, Present and Future

ACTIVITY SHEET 9 a

The following activity is broken down into four steps:

1st Step: Fill in the last two columns of the following chart. The first column (marked "X") and column "Ages 5-6" will serve as material for later exercises.

CHART A

X	Actions	Ages 5-6	Last Year	This Year
	How did you dress then, and how do you dress now?			
	What records did you listen to then, and which ones do you listen to now?			
	What games and sports did you play then, and which ones do you play now?			
	What were your favourite TV programs then, and what are they now?			

LEARNING ACTIVITIES

Unit	3.3
Objective	4

Looking at the Past, Present and Future

ACTIVITY SHEET 9 b

CHART A (continued)

X	Actions	At Ages 5-6	Last Year	This Year
	What was your most prized possession then, and what is your most prized possession now? (An object that is very dear to you.)			
	How do your parents seem now? (How do you perceive them now, and how did you perceive them before?)			
	What time did you go to bed then, and what time do you go to bed now?			
	How much pocket money did you have then, and how much do you have now?			

LEARNING ACTIVITIES

Unit	3.3
Objective	4

Looking at the Past, Present and Future

ACTIVITY SHEET 9 c

2nd Step: In Chart A, mark an X in the left margin to indicate the most important change(s) that have occurred between last year and now.

3rd Step: In Chart B, put a check mark in the appropriate column to indicate the extent to which an existing habit or behaviour has been developed. (See following sheet.)

4th Step: In Chart B, circle a good habit or behaviour to be further developed this year.

LEARNING ACTIVITIES

Unit	3.3
Objective	4

Looking at the Past, Present and Future

ACTIVITY SHEET 9 d

CHART B

Habits / Behaviours	Extent to Which Habit / Behaviour Has Been Developed:		
	Somewhat	Moderately	Fully
Listening attentively in class			
Being on time for class			
Attending classes regularly			
Turning in neatly written homework			
Studying your lessons			
Sharing your knowledge with others			
Being polite with your teachers			
Respecting the property of others			
Never copying another person's work			
Keeping your locker tidy			
Always having your personal things in class			
Behaving well in class			
Never laughing at other people			
Knowing how to accept your responsibilities			
Deciding yourself what you have to do			
Participating in group activities			
Learning to think before you speak			
Keeping silent when the teacher talks			
Being objective when quoting someone or recounting someone else's actions			
Never fighting with others			

LEARNING ACTIVITIES

Unit	3.4
Objective	5

Changes from Childhood to Adolescence

ACTIVITY SHEET 10

Library Research

One simple way of noting the changes that adolescents have gone through is to compare the way they look today with the way they used to look at a younger age.

- Ask the students to check in the library for reference books on adolescence and to try to identify some of the changes a person goes through between childhood and adolescence.

  To facilitate the student's understanding and to make his task easier, it is advisable to give him a few points of comparison to work with:

  Examples:
  - weight
  - height
  - physical features
  - habits
  - tastes
  - etc.

Letter Writing

Write a letter to a friend to tell him/her about four changes that take place in the transition from childhood to adolescence.

LEARNING ACTIVITIES

Unit	3.4
Objective	6

How You Have Changed

ACTIVITY SHEET 11

- Ask the students to return to the partially completed activity chart entitled "Looking at the Past, Present and Future." Each student is to complete the "Ages 5-6" column individually (Unit 3.3, Objective 4).

- Have the class discuss the differences that seem most apparent and the changes that seem most difficult to make.

Individualized Instruction

After the student has completed the chart, he should do the following exercises in his notebook:

1) List the two most outstanding changes you have undergone since you were 5 or 6 years old.
2) Identify the change which you found most difficult to make.

LEARNING ACTIVITIES

Unit	3.4
Objective	7

Becoming More Independent

ACTIVITY SHEET 12 a

N.B. The chart may be expanded by adding other questions.

A. Each student should complete his own chart

- For each of the items listed in the chart below, have the students ask themselves the following questions: WHO used to decide then and WHO decides now?

- The students should answer by entering one of the following letters in the appropriate box.
  P: if it is their parents
  F: if it is their friends
  B: if it is their brothers or sisters
  M: if it is themselves

X	WHO decided then and WHO decides now:	At Ages 5-6	Last Year	This Year
	how you dress?			
	what music you listen to?			
	what games and sports you play?			
	what TV programs you watch?			
	what time you go to bed?			
	how you spend your allowance?			
	etc.			

- Have the students indicate two other areas in which they now make their own decisions.

LEARNING ACTIVITIES

Unit	3.4
Objective	7

Becoming More Independent

ACTIVITY SHEET 12 b

B. Summary

The teacher may give the following assignment:

Prepare an album in which you will illustrate that you are changing and that you are gradually outgrowing childhood.

1. First page (cover)
2. Use your imagination to illustrate the changes you are going through, based on the following themes:
   a) My body is changing;
   b) My habits are changing;
   c) I trust people even if I do not always understand;
   d) I now accept my responsibilities;
   e) I can identify my needs more easily.

LEARNING ACTIVITIES

Unit	3.5
Objective	8

It's Not Easy to Change

ACTIVITY SHEET 13 a

A. Short Presentation (Suggestions)

Changing to a new school, having new teachers and principals, acknowledging that they themselves are changing and growing up are all factors which may cause anxiety for some adolescents. In the following activity, each student will be called upon to identify the main anxieties caused by these many recent changes. We experience anxiety when we are ill at ease and when we are insecure about our feelings, about our present situation or about the future.

B. Activity: "It's not easy to change"

1st Step: Complete the story of Vincent or Johanne by talking about his/her feelings, personal tastes and anxieties.

Vincent's Story

"Vincent is a Secondary I student. He has left his elementary school. His summer holidays are over. Until recently, he was happy and at ease with his parents and his friends.

Lately, however, Vincent has noticed that he is beginning to change. He is no longer a child. His body has changed, his parents' attitude towards him has changed and his attitude toward them has also changed.

LEARNING ACTIVITIES

Unit	3.5
Objective	8

It's Not Easy to Change

ACTIVITY SHEET 13 b

Now he finds himself in a big school with many teachers, new peers, etc.

Sometimes, he feels... (continue the story).

Johanne's Story

Johanne is a Secondary I student. She has left her elementary school. Her summer holidays are over. Until recently, she was happy and at ease with her parents and friends.

Lately, however, Johanne has noticed that she has been changing. She is no longer a child. Her body has changed, her parents' attitude towards her has changed and her attitude towards them has also changed.

Now she finds herself in a big school with many teachers, new peers, etc.

Sometimes, she feels....(continue the story).

LEARNING ACTIVITIES

Unit	3.5
Objective	8

It's Not Easy to Change

ACTIVITY SHEET 13 c

2nd Step: Group Discussion

- After completing the story, the students should gather in small groups to identify and discuss the worries and insecurities shared by most adolescents.
- The major points may be written on the board.
- Follow up with a class discussion and the teacher's summary.

Everyone feels insecure at times and it is necessary to overcome one's insecurities to become more independent. All successful or apparently successful people have had to clear similar hurdles. There are sure to be some people around you whose experience proves this. (Give appropriate examples or ask the students to come up with their own examples.)

3rd Step: Identifying Personal Insecurities

- Have the student reread Vincent's or Johanne's story. It is likely that he will identify with these two fictitious students.

LEARNING ACTIVITIES

Unit	3.5
Objective	8

It's Not Easy to Change

ACTIVITY SHEET 13.4

Have each student do the following exercise:

- List three anxieties that you are currently experiencing and indicate the reasons for each one as well as your resulting attitude (positive or negative). Refer to the following example:

Anxieties	Causes	Attitude
I dread failing in school.	I lack self-confidence.	I give up or I work harder

4th Step: Illustrating Adolescent Anxieties

Make a drawing or a cartoon, or write a poem summarizing and illustrating in an original way some of the anxieties experienced by adolescents.

LEARNING ACTIVITIES

Unit	3.5
Objective	8

It's Not Easy to Change

ACTIVITY SHEET 14 e

Individualized Instruction

- The teacher may give the student some written guidelines for his presentation.
- The student may then do the first, third and fourth steps of the activity entitled "It's not easy."

N.B. It might be beneficial to encourage the student to reflect on the anxieties he has personally experienced in relation to the Moral Instruction course, such as having to work alone, practicing self-discipline, etc.

LEARNING ACTIVITIES

Unit	3.6
Objective	9

Making Resolutions

ACTIVITY SHEET 36 a

Reviewing the New Situations Experienced by the Student

Do an overview of the different topics and activities discussed in the last few lessons so as to ensure that students fully understand the new situations they have recently experienced, namely:

- a new school,
- new friends,
- new peers,
- new teachers,
- new services,
- changes in their bodies,
- changes in their personal habits,
- changes in their responsibilities.

All these changes and new situations call for a different way of behaving. It is not necessary for students to change their whole way of being but they must adapt to the new people and the new situations in their lives.

LEARNING ACTIVITIES

Unit	3.6
Objective	9

Making Resolutions

ACTIVITY SHEET 14 b

Exercise 1: Completing a chart

Activities	Existing Habit	Ideal Habit	Consequences of a Bad Habit
Number of hours you sleep per night			
Number of hours you practice sports per week			
Number of hours you watch TV per week			
Number of hours you spend quietly (per day)			
Etc.			

LEARNING ACTIVITIES

Unit	3.6
Objective	9

Making Resolutions

ACTIVITY SHEET 14 c

Exercise 2: Completing a text

List of missing words

adult	responsible	accept
must	child	share
influence	best	waste
count	want	act
work	near	rules
little	think	do
cheat	friends	abide

I believe that I am ..... . I do not need to be constantly reminded of what I ..... do by an ..... . My ..... brother is still a ..... . Anybody can ..... him. I ..... before I ..... . In a team, we ..... the work. I do not make others ..... their time. I ..... my share of the ..... and I ..... it without being pushed. My ..... like to play with me because I never ..... . I ..... by the ..... of the game. To be responsible is to ..... to do everything the ..... way possible. This way my friends know that they can ..... on me.

LEARNING ACTIVITIES

Unit	3.6
Objective	9

Making Resolutions

ACTIVITY SHEET 14 d

Answers

I believe that I am responsible. I do not need to be constantly reminded of what I must do by an adult. My little brother is still a child. Anybody can influence him. I think before I act. In a team, we share the work. I do not make others waste their time. I do my share of the work and I do it without being pushed. My friends like to play with me because I never cheat. I abide by the rules of the game. To be responsible is to want to do everything the best way possible. This way my friends know that they can count on me.

Exercise 3: Resolutions

List 3 resolutions concerning 3 good habits you want to develop within the next few years.

LEARNING ACTIVITIES

Unit	3.7
Objective	10

Thinking About Your Future

ACTIVITY SHEET 15 a

1. Choice of Activities

A. Teacher's Presentation

The teacher may tell a story of his own choice in which he describes a person with a dream or a goal. It may be the story of a sports personality, a political figure, an artist, a handicapped person or any person in the student's immediate surroundings who has realized a dream.

The student should understand what it means to "describe a dream."

B. Individual Work

Give students the following assignment:

1. Describe a dream or a goal that someone you know has fulfilled (for example, your father dreamed once of being an electrician and he became one, or a dream realized by your mother, a neighbour, some friends or someone else). If you prefer, you may choose a famous sports figure, a politician or an artist whose life story you are familiar with, and tell how this person fulfilled his dream.

LEARNING ACTIVITIES

Unit	3.7
Objective	10

Thinking About Your Future

ACTIVITY SHEET 15 b

2. Description and Illustration of the Dream

a) Following the teachers or the students' presentation, the student is invited to describe his ultimate dream. Ask him the following questions:

- What do you think about when you think of your future?
- What would you like to do? What would you like to be?

b) Illustrate this dream on a poster.

Individualized Instruction

The student may do Activities 1 and 2. As he will not have heard the teacher's presentation, make sure that he fully understands what it means to "describe a dream."

LEARNING ACTIVITIES

Unit	3.7
Objective	11

Rules to Follow

ACTIVITY SHEET 16

1st Step: List 5 rules

The student is invited to list 5 rules that will help him fulfill his dream.

Examples:

1) Do not put off till tomorrow what you can do today.
2) Know yourself.
3) Take the time to think about what you are doing.
4) Think about what interests you.
5) Apply yourself in your small daily activities.

2nd Step: Prepare a dialogue or interview someone.

a) The student chooses one of the five rules and composes a dialogue between a teacher and himself on this subject (or between his parents and himself).

b) The student meets with a person in his community who works in his chosen field and discusses with him whether the above rules could help him fulfill his dream.

3.4 MODULE 4: PEOPLE IN THE SCHOOL

MODULE 4: PEOPLE IN THE SCHOOL

Time	Nineteen 45-minute periods.
General Objective	To respect the different people in his surroundings.
Terminal Objective	At the end of this module, the student should be able: Unit 4.1 To learn to interact with different kinds of people. Unit 4.2 To realize that respect for others is necessary to a happy life. Unit 4.3 To realize that behind every type of job there is a person and that every trade has its worth. Unit 4.4 To get along well with others when doing teamwork. Unit 4.5 To become aware of the many implications of the word "trust." Unit 4.6 To understand the importance of respecting a person's reputation. Unit 4.7 To examine his relationships with his friends.

INTRODUCTION

Since Man is by definition a social being, the Moral Instruction program places much emphasis on the student's relations with the people around him. In the introduction to the program, it says that "the moral individual has also developed a sensitivity towards others; he has learned to consider them as equals; he has become attentive to their feelings and he is conscious of mutual influences; he can respect others in the same manner he respects himself." Discovering the rich complexities of others will no doubt lead the student to discover more about himself.

The fourth module aims to help the student develop respect for the different people around him by getting to know them and trust them. This objective is an integral part of the moral instruction of the Secondary I student and is designed to help him learn to be more attentive to others when making a moral judgement or in performing a moral action.

Suggested Sequence

Given the differences in the people around him, the student should be encouraged to consider each person's particular point of view (Objectives 1 - 2; 2 periods). The second unit aims at making the student realize that respect for others is necessary to a happy life (Objectives 3 - 4 - 5 - 6; 4 periods). By identifying the different types of jobs, he should realize that behind every job is a working person and that every trade has its value (Objectives 7 - 8 - 9 - 10; 2 periods).

The student should then be encouraged to become aware of the rich implications of the words "tolerance" (Objectives 11 - 12 - 13 - 14; 3 periods) and "trust" (Objectives 15 - 16 - 17; 3 periods). Finally, he should be able to evaluate his degree of respect for others (Objectives 18 - 19 - 20 - 21; 3 periods) and to assess his behaviour towards his friends (Objectives 22 - 23 - 24; 2 periods).

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Audiovisual Material

Film

Shopping Bag Lady 21:00 L.C.A.

Video

I'll Find a Way 25:47 106C 0177 264 N.F.B.

A Day in the Night of Jonathan Mole 29:03 106B 0159 042 N.F.B.

Ravinder 29:00 106C 0178 489 N.F.B.

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LAFLAMME, R. Rosanne. Montréal: Héritage, n.d.

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Unit 4.1: Different kinds of people	Terminal Objective: To learn to interact with different kinds of people.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
.T	Code	Objectives	Moral Method.		
2	1 C	The student should be able: Without using any references, to make a list of the people in his surroundings.		Activity: "We are not all the same" 1st: Finding the Mystery Word 2nd: Comparing people (See Activity Sheet 17)	After these activities, ask the student to prepare a list of the people in his surroundings.
	2 A	After reading a short text, to consider the ways different people perceive others, using case studies.		- In-class reading assignment - Case studies - Circle game Alternative Activity: - "I am considerate of othe people's opinions" (See Activity Sheet 18)	Check whether the student has answered the questions.

Unit 4.2: Respect	Terminal Objective: To realize that respect for others is necessary to a happy life.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	3 C	Without any references, to define the words "respect" and "disrespect." C.P. 2/2	△	Group Discussion: "The meaning of respect" (See Activity Sheet 19)	Have the student define the words "respect" and "disrespect."
	4 C	With the help of his notes, to indicate 4 examples of lack of respect. C.P. 3/4	⧋	Activity: "Some people can be annoying" 1- In-class assignment: Reading Jackie's story 2- Questions 3- Discussion (See Activity Sheet 20)	Ask the student to list 4 examples of disrespect with the help of his class notes.

Unit 4.2: Respect	Terminal objective: To realize that respect for others is necessary to a happy life.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
.T	Code	Objectives	Moral Method.		
	5 C	Without notes, to give 5 examples showing that inner qualities are more important than physical appearance. C.P. 4/5		Lecture: "Appearances can be deceiving" (See Activity Sheet 21)	Give 5 examples showing that inner qualities are more important than physical appearance.
	6 A	To make a commitment to respect those around him by participating in a publicity campaign on this theme in his school.		- Publicity campaign - Find the Mystery Word - Personal reflection (See Activity Sheet 22)	Check whether the student participated in the publicity campaign.

Unit 4.3: Different types of jobs	Terminal Objective: To realize that behind every type of job there is a person and that every trade has its worth.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	7 C	Given a list of ten activities, to identify the job category to which each belongs. C.P. 8/10		- Teacher's presentation - Discussion (See Activity Sheet 23)	- welding - judging - writing - swimming - planning - cleaning - building - shovelling - reading - reflecting Ask the student to identify the job category associated with each activity
	8 C	Taking a finished product as an example, to indicate the different steps involved in creating the finished product. C.P. 3/4		- Individual work - Sharing ideas (See Activity Sheet 24)	Ask the student to list all the steps involved in writing a book, from the planning stages to the finished product.

Unit 4.3: Different types of jobs	Terminal Objective: To realize that behind every type of job there is a person and that every trade has its worth.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	9 C	Without using any references, to identify five instances in which other people's work is not respected in the school milieu. C.P. 4/5		Photomontage showing situations in which other people's work is not respected. - Discussion - Personal reflection (See Activity Sheet 25)	Have the student give five examples of situations in school in which other people's work is not respected.
	10 A	Referring to his notes, to become aware that he has to develop a positive attitude towards work by describing some aspect of himself that needs improvement. C.P. 3/4		Individual work: Exercise: "Working towards personal growth" (See Activity Sheet 26)	Check whether the student has completed the work.

Unit 4.4: Tolerance	Terminal Objective: To get along well with others when doing teamwork.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	11 C	From memory, to find 2 synonyms for the word "tolerance." C.P. 2/2		Individual work (See Activity Sheet 27)	Ask the student to write 2 synonyms for the word "tolerance."
	12 C	Referring to his notes, to list 3 attitudes required to work with others. C.P. 2/3		Activity: "Getting along with others" 1st Step: Case study 2nd Step: Adopting new attitudes 3rd Step: Traffic light game (See Activity Sheets 28)	Have the student list 3 attitudes required to enable him to work with others.
	13 C	Referring to his notes, to find 3 situations or occasions where it is difficult to work with others. C.P. 2/3			Ask the students to indicate 3 situations where it is difficult to work with others.

Unit 4.5: Trust	Terminal Objective: To become aware of the many implications of the word "trust."

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	14 A	Following the preceding activities, to tell a true story showing that tolerance promotes good relations.		- Telling a true story - Group discussion (See Activity Sheet 29)	Make sure that the student has told a true story.
	15 C	Using a list of words, to identify the ways in which the element of trust affects his relationship with others. C.P. 3/3		- Looking up words in the dictionary - Telling a true story (See Activity Sheet 30)	Ask the student to underline 3 adjectives which may be used to describe the effects of trust: - reassuring - useless - intolerant - important - necessary - secondary - troublesome - conflicting
	16 C	Without referring to his notes, to give three important reasons why he should trust someone. C.P. 2/3		- Studying a text - Group discussion (See Activity Sheet 31)	Ask the student to give three reasons why he should trust someone.

Unit 4.6: Other people's reputations.	Terminal Objective: To analyze the importance of respecting a persons's reputation.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	17 A	By completing a chart, to realize that trust plays an important role in interpersonal relations.		Completing a chart (individual work) (See Activity Sheet 32)	Check whether the student has completed the chart.
	18 C	Using his notes, to list 4 situations in which someone could go back on his word. C.P. 3/4		- Brief teacher presentation - Dilemma (individual work) (See Activity Sheet 33)	Ask the student to list 4 situations in which someone could go back on his word, either at school or elsewhere.
	19 A	With the help of the preceding exercises, to make a commitment to keep his word of honour and to illustrate this commitment with slogans.		- Teamwork "Keeping your word" - Personal reflection - Alternative activity: Badge contest (See Activity Sheet 34)	Check whether the slogans have been prepared and posted.

Unit 4.6: Other people's reputations.	Terminal Objective: To analyze the importance of respecting a persons's reputation.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
.T	Code	Objectives	Moral Method.		
3	20 C	Without his notes, to identify 4 ways in which someone can tarnish another person's reputation. C.P. 3/4		- Case study (to be done individually or in a group) - Alternative activity: Trial (See Activity Sheet 35)	Ask the students to choose 4 examples from everyday life that illustrate behaviours which can tarnish the reputation of others.
	21 A	After the preceding exercise, to assess the degree of respect he has for the reputation of others, by answering questions.		Chart (to be completed individually) (See Activity Sheet 36)	Make sure that the student has answered the questions.

Unit 4.7: Other people's reputations.	Terminal Objective: To examine his relationships with his friends.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	22 C	From memory, to name 5 qualities required in a friendship. C.P. 4/5	△	Teacher's presentation (See Activity Sheet 37)	Ask the student to tell a story that illustrates 5 qualities required in a friendship.
	23 A	Referring to the qualities mentioned above, to assess his own friendships with the people he interacts with.	□	- Classifying stories - Activity: Rays of the sun (See Activity Sheet 38)	Check whether the assignments have been completed.
	24 A	On the basis of personal reflection, to identify two ways of behaving which he should adopt in order to improve his relationships with his friends.	⬡	- Personal reflection - Finding the Mystery Word (See Activity Sheet 39)	Make sure the student has described the two behaviours in his notebook.

LEARNING ACTIVITIES

Unit	4.1
Objective	1

We Are Not All Alike

ACTIVITY SHEET 17 a

The following exercise will help the students to identify more precisely the different people around them.

1st Step: Finding the Mystery Word

First, the student fills in the missing letters in the words below, on the basis of the corresponding definitions given on the next page. He then finds these words in the mystery-word puzzle on page 109.

1. t...
2. p...
3. v...p...
4. g...c...
5. b...
6. s...
7. p...
8. m...
9. c...
10. p...a...
11. g...
12. l...
13. c...
14. b...d...
15. f...
16. s...

LEARNING ACTIVITIES

Unit	4.1
Objective	1

We Are Not All Alike

ACTIVITY SHEET 17 b

1. A person who teaches in the classroom.
2. The chief administrator in a school.
3. The persons who work as direct assistants to the school principal.
4. Someone who advises students regarding their vocational and career planning.
5. A male sibling.
6. Another word for "pupil."
7. A synonym for the word "friend."
8. A three letter word for "mother."
9. The person who prepares the meals in the school cafeteria.
10. Someone in the school who is particularly concerned with the students' moral development.
11. A synonym for the school's "night watchman."
12. A person who works in the school library.
13. Someone who looks after the maintenance of the school building.
14. A person who drives the school bus.
15. The male parent of a child.
16. A female sibling.

LEARNING ACTIVITIES

Unit	4.1
Objective	1

We Are Not All Alike

ACTIVITY SHEET 17 c

Answers:

1. teacher
2. principal
3. vice-principals
4. guidance counsellor
5. brother
6. student
7. pal
8. mom
9. cook
10. pastoral animator
11. guard
12. librarian
13. caretaker
14. bus driver
15. father
16. sister

LEARNING ACTIVITIES

Unit	4.1
Objective	1

We Are Not All Alike

ACTIVITY SHEET 17 d

MYSTERY WORD

T	P	R	I	N	C	I	P	A	L	R	
E	R	A	O	G	U	A	R	D	I	E	B
A	I	R	S	T	S	C	H	C	B	K	U
C	M	E	T	T	A	O	O	O	R	A	S
H	C	H	U	M	O	M	L	O	A	T	D
E	I	T	D	P		R	I	K	R	E	R
R	P	O	E	A	N	U	A	N	I	R	I
V	A	R	N	L	R	S	E	L	A	A	V
T	L	B	T	G	U	I	D	A	N	C	E
C	S	C	O	U	N	S	E	L	L	O	R
E	F	A	T	H	E	R	E	T	S	I	S

The hidden word describes a person in the school who provides health services.

Answer: School nurse

LEARNING ACTIVITIES

Unit	4.1
Objective	1

We Are Not All Alike

ACTIVITY SHEET 17 e

2nd Step: Comparing People

Using the list of words in the mystery-word game describing different people, explain how these persons are different from one another.

Note: This activity can be done using photo displays, posters, texts or other materials.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 4B a

The following ideas can be used as an introduction:

- You are surrounded by all kinds of people: friends, teachers, younger and older students, secretaries, parents, etc.
- Do they all like the same things? Do they all react in the same ways?
- All these people are different from one another in their work, in their physical appearance, in their ways of thinking and acting, and so on.
- Try to see that each person has his own way of perceiving and that he is different from others.

A. <u>In-Class Reading Assignment</u>

Give students the following text:

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 18 b

"The other day, my mother went to the shopping centre with my five-year-old sister. There was a vagrant in the mall and my little sister was afraid of him. My mother tried to explain to her that this person was very unhappy because he was poor, he had no friends, and he didn't have a job."

This short text illustrates how an individual's age, personal tastes, education, preoccupations, sensitivity or experiences can lead him to judge others in different ways.

B. Case Studies (to be done individually or in groups)

Bearing in mind the previous text and the explanations given, have the students answer the following questions:

1. Your mother, your 5-year-old sister and an artist are looking at the same piece of fabric. Imagine what each person is thinking:

   a) your mother;
   b) your 5-year-old sister;
   c) the artist.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 1B c

2. A lumberjack, an artist and a furniture maker are standing at the edge of a forest. Imagine what each one of them is thinking:

   a) the lumberjack;
   b) the artist;
   c) the furniture maker.

3. Your father and your 7-year-old brother go to a hockey game. Imagine what each one thinks of the game:

   a) your father;
   b) your little brother.

CONCLUSION:

We are all different but we all have to live together. We must therefore learn to accept the opinions and personalities of others. We will often find it necessary to support the group's opinion even if we do not share it. Nevertheless, we must understand that having such a variety of people around is enriching for those who know how to make the most of it. We can learn many things from others.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 18 d

C. Other People's Points of View

It is important to respect other people's points of view.

In the following game, there are circles of four different sizes. By joining all the circles of the same size and combining the letters or syllables contained within them, the student will discover words that suggest attitudes which make it easier to accept and respect other people's points of view (see following page).

1. Write down the 4 words you have found.

2. For each of the 4 words, explain in one sentence how this attitude can help us to respect other people's points of view.

3. Answer the following questions:

   a) In one sentence, describe why you think it is important that others understand the reasons for your behaviour.
   b) In one sentence, describe why you think it is important to understand the reasons for the behaviour of others.
   c) Starting today, what will you do to show more respect for other people's opinions?

LEARNING ACTIVITIES

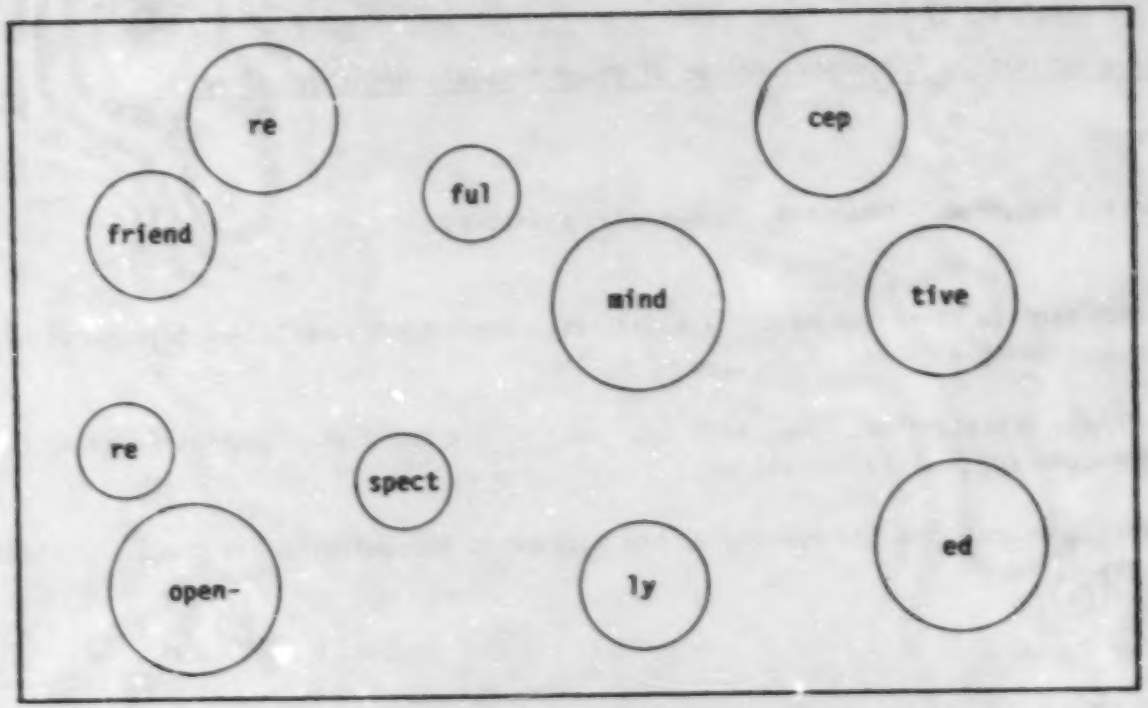
Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 18 e

Answers:

receptive
open-
  minded
friendly
respectful



LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 18 f

D. Alternative Activities "I Am Considerate of Other People s Opinions" (1 or 2)

1. Teamwork

Materials required: magazines, newspapers, scissors, posters.

a) Each team is given two or three magazines. The students must find 5 pictures or photos illustrating a theme: e.g. joy of living.

b) After a predetermined time, each team must choose the best illustration among the five pictures selected and justify its choice.

c) Each team explains the meaning of the picture it has selected and gives the reason for its choice.

NOTE: Teachers should stress the fact that even in a classroom, individuals see things differently. Differences sometimes exist concerning fundamental issues, not just minor points.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Respecting Other People's Opinions

ACTIVITY SHEET 18 g

2. Teamwork

Materials required: large piece of cardboard, coloured pencils.

a) Ask each team to take 5 minutes to reflect on the theme: "the outdoors."
b) Then, each team makes a poster showing its way of interpreting the theme.
c) Silent presentation:
   - Each team presents its poster to the class without saying a word.
   - The others have to guess: the meaning of the poster
     the feelings it expresses.
   - The team then gives details of its work.
d) Sharing of ideas (allotted time: approximately 10 minutes). Emphasize the importance of being considerate of other people's opinions.

Individualized Instruction

The student may do all the exercises, except the alternative activities. He should be given copies of the texts.

LEARNING ACTIVITIES

Unit	4.2
Objective	3

The Meaning of Respect

ACTIVITY SHEET 19 a

Group Discussion

Suggested topics of discussion:

1. Discuss the various ways in which people differ.
2. In what circumstances do some people irritate and annoy us?
3. What is respect?
4. What is disrespect?
5. Discuss how the definitions given by the class compare with those found in the dictionary.
6. Discuss situations in the classroom in which respect is shown, and others in which disrespect is shown.

LEARNING ACTIVITIES

Unit	4.2
Objective	3

The Meaning of Respect

ACTIVITY SHEET 19 h

Individualized Instruction

Instead of a group discussion, ask the student to answer the following three questions:

1. Look up the definition of the word "respect" in the dictionary and summarize it in your own words.
2. Give five examples of respect, referring to your relationship with your family, your friends, people at school, etc.
3. Make a poster illustrating an example of respect.

NOTE: It might be good idea for the teacher and the student to first take some time to discuss the meaning of the word respect and to examine together examples of how it is encountered in everyday life. It would then be easier for the student to answer the three questions.

LEARNING ACTIVITIES

Unit	4.2
Objective	4

Some People Can Be Annoying

ACTIVITY SHEET 20 a

NOTE: The first two steps can be done individually or in teams.

1st Step: Jackie's Story (The students read the text.)

Jackie dislikes Luke and she never misses a chance to belittle him in front of other students. Yesterday, she made fun of him again during the mathematics class. Luke was doing a problem on the blackboard and Jackie poked fun at him on purpose to confuse him. She knew very well that doing this would irritate him and that he would get angry in front of the whole class, which would make all the students laugh.

2nd Step: Questions

1. What do you think of a student who behaves like Jackie?
2. If you were a sensitive and nervous student like Luke, would you enjoy being treated the way Jackie treated him? Why or why not?
3. Would you hit somebody because you didn't like him?

LEARNING ACTIVITIES

Unit	4.2
Objective	4

Some People Can Be Annoying

ACTIVITY SHEET 20 b

4. Relate an experience in which you saw someone being disrespectful towards another person.

3rd Step: Discussion

Discuss the answers to the questions.

Individualized Instruction

Steps 1 and 2 can be done as described.

Step 3: The student hands in his assignment to the teacher and then discusses it with him.

LEARNING ACTIVITIES

Unit	4.2
Objective	5

Appearances Can Be Deceiving

ACTIVITY SHEET 21

LECTURE

Appearances can often be deceiving. Surely, you must remember instances in your life when you smiled even though you did not feel like it, or when you said something while thinking exactly the opposite. On those occasions, the image you conveyed to others did not reflect your true feelings, emotions, and thoughts. This difference between what we feel and think and what we say and do externally can sometimes be caused by shyness, insecurity, physical discomfort, annoyance, a quarrel, bad news, etc. Consequently, there can be a big difference between the way things seem to be and the way they really are. Thus, at the beginning of the year, you judge your teachers and your new friends when you first meet them. At this point, you are taking a chance by relying only on appearances because you do not know them well enough. To make a sound judgement, one must take the time to get to know people. Remember that while someone's physical appearance may not be very appealing, his or her other qualities can nevertheless make him or her a very interesting person.

Individualized Instruction

Give the student the text, have him read it and discuss it with him, or ask him to write down his comments.

LEARNING ACTIVITIES

Unit	4.2
Objective	6

Making Commitments

ACTIVITY SHEET 22 a

A. Publicity Campaign

1. Organize a publicity campaign to promote respect for others in your school.
   - Make up promotion ads, slogans, posters, etc.
   - Draw ideas from already existing TV commercials and from signs saying that certain things should not be done.
   - Show the work in the classroom and display the best projects around the school.

2. Think about the publicity campaign and discuss the results.

Individualized Instruction

Suggest the following assignment to the student.

- Imagine that you are responsible for a vast publicity campaign in your school to promote respect for the different people who work and study there.
- Prepare 5 slogans that could be used in your campaign (see examples on the following page).
- Write down the 5 slogans in your personal notebook.
- Choose one that you will try to put into practice this very week.

LEARNING ACTIVITIES

Unit	4.2
Objective	6

Making Commitments

ACTIVITY SHEET
22 b

Examples

1. I respect others as I would like to be respected.
2. I also deserve respect.
3. It is better to respect others than to reject them.

LEARNING ACTIVITIES

Unit	4.2
Objective	6

ANONYMOUS
ARGUMENT
ASSESSMENT
BACK
BAG
BIG
BODY
CHEEK
COMPLETE
DEFORMED
DEPRECIATE
DIRTY
DIVERSITY
EYES
FAT
FAULTS
FEELINGS
FEET
FRONT
HAIR
HARMONY
HE
HIP
HIS
HOPEFUL
IMPLICATION
IMPRESSION
LEGS
LIPS
ME
MIX
NAILS
OBSTACLES
OTHERS
PERCEIVE
PERSON
PHYSICAL
PRETTY
QUALITIES
RESPECT
SMALL
STATUES
STATURE
TEETH
TOLERANCE
UGLY
WE

I	T	O	L	E	R	A	N	C	E	S	E	Y	E
R	E	S	P	E	C	T	S	Y	T	T	E	R	P
F	E	E	L	I	N	G	S	H	E	Y	D	O	B
B	I	G	W	E	E	T	E	L	P	H	O	C	Y
S	G	E	L	T	H	E	S	E	U	T	A	T	S
I	M	P	R	E	S	S	I	O	N	F	E	E	T
P	H	Y	S	I	C	A	L	Y	T	R	I	D	A
U	G	L	Y	A	S	S	E	S	S	M	E	N	T
R	I	A	H	P	E	R	S	O	N	G	A	B	U
O	B	S	T	A	C	L	E	S	B	A	C	K	R
A	N	O	N	Y	M	O	U	S	F	A	T	E	E
M	I	X	T	N	E	M	U	G	R	A	E	E	L
N	S	M	E	H	A	R	M	O	N	Y	E	H	I
I	M	P	L	I	C	A	T	I	O	N	T	C	P
N	A	I	L	S	L	U	F	E	P	O	H	I	S
S	M	A	L	L	Y	T	I	S	R	E	V	I	D
P	E	R	C	E	I	V	E	O	T	H	E	R	S
D	E	P	R	E	C	I	A	T	E	S	P	I	H
D	E	F	O	R	M	E	D	S	T	L	U	A	F
Q	U	A	L	I	T	I	E	S	T	N	O	R	F

ACTIVITY SHEET
22 c

2. MYSTERY WORD

Using the list of words on the left, answer the questions on the following page before doing this game.

LEARNING ACTIVITIES

Unit	4.2
Objective	6

Making Commitments

ACTIVITY SHEET 22 d

The answers to the questions are found in the mystery-word puzzle.

1. When everyone gets along well, we say that they live in _____.
2. A person whose name is withheld is said to be _____.
3. A synonym for difficulties is _____.
4. The opposite of pretty is _____.
5. A fair and objective attitude towards opinions and practices that differ from one's own is known as _____.
6. Which verb in the mystery word game means to combine?_____.
7. A person's height is called his _____.
8. When we wish to convince someone, we use a good _____ ___.
9. The opposite of shortcomings is _____.
10. An impact on the senses and the mind is called an _____.
11. Another word for involvement is _____.
12. A synonym for "to finish" is to _____.
13. A pronoun used when we don't want to use a person's name (masculine) is _____.
14. To become aware by means of the senses is to _____.
15. Emotions, passions are called _____.

LEARNING ACTIVITIES

Unit	4.2
Objective	6

Making Commitments

ACTIVITY SHEET 22 e

Answers

1. Harmony
2. Anonymous
3. Obstacles
4. Ugly
5. Tolerance
6. Mix
7. Stature
8. Argument
9. Qualities
10. Impression
11. Implication
12. Complete
13. He
14. Perceive
15. Feelings

Message

I respect other people's physical appearance.

3. **Individual Work**

Every night, for one week, the student should reflect on the occasions when he did not respect others.

LEARNING ACTIVITIES

Unit	4.3
Objective	7

The Importance of Work

ACTIVITY SHEET 23 a

4. Teacher's Presentation

Here are a few suggestions:

Definition of work: Work is an operation which consists in transforming raw materials (iron ore, wood, wool, etc.) into useful products (cars, cupboards, sweaters, sculptures, etc.) and selling these products to consumers.

There are four major categories of work:

1) Conception: Work that requires imagination, an aptitude for invention (designing a new car, writing a book, inventing a machine, producing a film, drawing a plan for a house, etc.).

2) Decision Making: Work that requires judgement, initiative, a sense of responsibility and speed in understanding and problem solving (directing a school, managing a factory, governing a country, managing a bank, etc.).

LEARNING ACTIVITIES

Unit	4.3
Objective	7

The Importance of Work

ACTIVITY SHEET 23 b

3) Control: Work that requires a strong interest in authority, a good understanding of how work should be organized, the ability to supervise workers and to evaluate their performance (e.g. correcting the proofs of a newspaper or a translation, supervising the functioning of an assembly line, a computer or Hydro-Quebec's electrical network, overseeing the work of a team of labourers, etc.).

4) Execution: Work that requires physical skills and practical experience (e.g. handling a welding tool, using a lathe, installing electrical lines, painting, etc.).

These four categories are all equally important and above all, they complement each other. For example, a company's engineers and draftsmen design a new car; the company executives decide whether or not it will be built, depending on their evaluation of its chances of success on the market; the foremen organize and control the construction of the car by the assembly line workers. The finished product requires the cooperation of each of the four groups of workers.

LEARNING ACTIVITIES

Unit	4.3
Objective	7

The Importance of Work

ACTIVITY SHEET 23 c

These categories of work are closely interrelated. Some people are more gifted in design or conception, others in control and in the practical organization of work, others in decision making, and still others in execution. But all of them are necessary.

B. Group Discussion of the Following Questions:

1. Give 3 examples, other than those already mentioned, of work involving conception.
2. Give 3 examples, other than those already mentioned, of work involving decision making.
3. Give 3 examples, other than those already mentioned, of work involving control.
4. Give 3 examples, other than those already mentioned, of work involving execution.

Individualized Instruction

Give the text to the student and ask him to answer the questions.

LEARNING ACTIVITIES

Unit	4.3
Objective	8

Appreciating the Work of Others

ACTIVITY SHEET 24

Individual Work

The paper on which you are writing your composition is a product of the cooperative efforts of the lumberjack who cut the wood, of the workers and machines in the industry that processed it, and of the merchant who sold it.

1. Now, try and retrace the route of the two following products: a loaf of bread and a woollen hat.

2. You are asked to do the following things:

   a) Paint a picture;
   b) Sew a dress;
   c) Make a scrapbook.

List the operations you will need to perform in order to complete each of the three tasks and underline the operations that require particular imagination. For example, to write a book and have it published you must: make up a story, divide it into chapters, specify the content of each chapter, write a first draft, make corrections, write a second draft, revise it and send the manuscript to the publisher.

LEARNING ACTIVITIES

Unit	4.3
Objective	9

Identifying Disrespectful Behaviours

ACTIVITY SHEET 25a

A. Photomontage Showing That in School, the Work of Others Is Not Always Respected

Use the following examples:

- Not using the garbage can (disrespect for the caretaker);
- Making noise in the library (disrespect for the students);
- Distracting the student next to you during class (disrespect for the students and the teacher);
- Writing on the walls (disrespect for the painter).

B. Discussion on the Consequences of Showing Disrespect for the Work of Others

Example: Someone scribbles graffiti on the school walls. Among the consequences of this action are: a displeasing visual appearance, the need to order paint and to hire a painter, and so on.

C. Personal Reflection

Name two occasions on which you showed a lack of respect for the work of others.

LEARNING ACTIVITIES

Unit	4.3
Objective	9

Identifying Disrespectful Behaviours

ACTIVITY SHEET 25 b

Individualized Instruction

In place of Step 2 (discussion), have the student do the following exercise in his notebook.

- Find three consequences of showing disrespect for the work of others.
- To make the task easier, give the student the example presented in exercise B.

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Working Towards Personal Growth

ACTIVITY SHEET
26 a

Exercises To Be Done Individually

1. Explain the tables on page 132 to the students.

   - Table 1 lists 15 people or groups of people who may be negatively affected by your behaviour.

     Table 2 lists 15 disrespectful behaviours which may negatively affect one or more of the people indicated in Table 1. Write down the letters "a" to "o" in your notebook, each letter on a different line. You may write them in two columns.

     Match up the disrespectful behaviors with the people who are likely to suffer the consequences. (There may be several persons affected by a single behaviour.)

   Example:

   a) 10, 13, 2.

   This means that "talking in the library" (a) may have consequences for the librarian (10), for the other students (13) and for yourself (2).

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Working Towards Personal Growth

ACTIVITY SHEET 26 b

TABLE 1: People Affected	TABLE 2: Disrespectful Behaviour
1. parents 2. yourself 3. principal 4. fireman 5. friends or individuals 6. people 7. teacher 8. caretaker 9. bus driver 10. librarian 11. painter 12. society 13. other students 14. [illegible]room supervisor 15. nurse	a. talking in the library b. not doing your homework c. mixing up books on library shelves d. playing a prank on someone in class e. starting a fire in the locker room f. writing on walls in public places g. playing dirty tricks at school during lunch hour h. throwing snowballs at cars i. saying nasty things about your teacher j. hurting someone by shoving him/her in the back k. vandalizing seats on buses l. revealing your friends' secrets m. throwing paper on the floor n. setting off the fire alarm for fun o. being abusive to the bus driver when he/she asks to see your bus pass

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Working Towards Personal Growth

ACTIVITY SHEET 28 c

Possible answers

a) 10, 13, 2
b) 2, 7, 1
c) 10, 13
d) 13, 7, 2
e) 14, 13, 8, 3, 4
f) 12, 11
g) 13, 14, 3
h) 6
i) 7
j) 5, 15
k) 9, 12
l) 5
m) 8, 12
n) 4
o) 1, 9

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Working Towards Personal Growth

ACTIVITY SHEET 26 d

2. Ask the students to select three instances of disrespectful behaviour from Table 2 of the first list and to describe what their new behaviour would be in order to show respect for the work of others.

   Example: When I go to the library, I will not mix up the books on the shelves.

3. You may want to invite a special visitor to your class in order to give students the opportunity to discover the importance this person attaches to his work. Have the students prepare a list of questions in advance that they can ask the visitor.

   After the visit, have the students write down their impressions in their notebooks.

   Choose a person who likes his work. If possible, have the meeting in a room where it would be easy to place the chairs in a circle.

Individualized Instruction

The student may do Exercises 1 and 2.

For Exercise 3, the teacher will judge whether it is possible for the student to conduct the interview himself.

LEARNING ACTIVITIES

Unit	4.4
Objective	11

Showing Tolerance

ACTIVITY SHEET 27

Individual Work

The teacher may use the following ideas to introduce the topic and present the questions.

NOTE: Give synonyms for the word TOLERANCE: understanding, leniency, acceptance.

"Because you have grown, you are becoming more sensitive towards the people around you. You enjoy being with some of your friends because they are nice and you have interesting conversations with them. However, the shortcomings and habits of other people annoy and upset you, and yet, you must work with them and deal with them on a frequent basic. In order to live together in relative harmony, you must be tolerant, understanding, lenient, etc."

1. Give the meaning of the word "tolerance."
2. Find a synonym for the word "tolerance" and write it in your notebook.
3. Give an example showing that this week, someone has been tolerant towards you.
4. Give an example showing that you have been tolerant towards someone lately.

LEARNING ACTIVITIES

Unit	4.4
Objective	12 - 13

Getting Along With Others

ACTIVITY SHEET 28 a

1st Step: Case Study (in teams or individually)

After reading the following story, the student will answer several questions.

"Monday morning, during the first period, Lucy, John and Mark were working together on a geography project that they were to present in class.

All went well for the first five minutes. Then Mark, who gesticulates a lot and speaks continuously, bumped John's elbow as John was silently drawing a picture of a beautiful bike (while listening to the discussion, of course). Upset because his masterpiece had been messed up, John angrily reproached Mark for his clumsiness. The situation was about to return to normal when Lucy, who is very neat, discovered that John had drawn the bike on the back of her personal notebook. You can imagine what happened next.

At the end of the period, the geography project was still in its initial stages. Mark went to the teacher and told him that he could not work with such people because it was impossible for them to function together as a team.

LEARNING ACTIVITIES

Unit	4.4
Objective	12 - 13

Getting Along With Others

ACTIVITY SHEET 28 b

Questions

1. After reading this story, write one sentence giving the reasons why these three friends cannot work as a team.
2. Write a few sentences indicating the attitude that should have been adopted in order to overcome the difficulties.
3. Some people's shortcomings annoy us while those of other people do not. Name two shortcomings that annoy you and two that do not.
4. For the two shortcomings that annoy you, give the reasons why they do so.
5. What is the best attitude to adopt in relation to other people's shortcomings?
6. What do you suppose happened in the story with Lucy, John and Mark prior to the end of the period? (answer in 5 or 6 sentences)
7. What advice would you give them?

2nd Step: Adopting New Attitudes

Before introducing the game, the teacher gives a short presentation based on the following ideas.

- In life, whether we like it or not, there will be times when we will be obliged to work with people we do not know very well, but we will have to accept to work with them nonetheless.

LEARNING ACTIVITIES

Unit	4.4
Objective	12 - 13

Getting Along With Others

ACTIVITY SHEET 28 c

- We get to know a person better when we share a task with him or her; this way we discover the person's true personality.

- Each person is different and has many talents and resources. By accepting to work with others, you broaden your field of knowledge.

- Being in contact with people who do not always share your opinions will give you the opportunity to assert yourself, to defend your views and to revise your positions.

- Working with others is a good way to get to know yourself and to discover your own qualities and shortcomings.

- In life, you will often have to be around people whom you do not choose to be with and, occasionally, you may have to work with them. Therefore, it is important that, starting today, you learn to adopt an open-minded attitude towards others and accept their cooperation.

Questions

1. Name 3 attitudes that are required to work with others.
2. Describe 3 situations in which you found it difficult to work with others.

LEARNING ACTIVITIES

Unit	4.4
Objective	12 - 13

Getting Along With Others

ACTIVITY SHEET 28 d

3rd Step: Game - Traffic Lights

Game: (Use one red and one green pencil, or any two pencils of different colours.)

On the following page, THINK about the expressions given in quotation marks and, using your pencils, colour the light either red or green.

- GREEN is for things that are good for you to do.

- RED is for things that are not good for you to do.

NOTE: This exercise must be done individually. There are no "right answers." The student chooses what is good or not good for him in the behaviours described, keeping in mind that he should show respect for people around him.

LEARNING ACTIVITIES

Unit	4.4
Objective	12 - 13

Getting Along With Others

ACTIVITY SHEET 28 e

a. "I talk to my classmates while the teacher is explaining something in class."

b. "I do my homework carefully to get a good grade."

c. "I clean up my room."

d. "I fool around on the school bus to annoy the bus driver."

e. "I give my sister a sharp nudge while she is doing her homework to pester her."

f. "I refuse to let Lucy be my friend because she is too tall."

g. "I do not want Larry on my team because he is new in class."

h. "I copy John's idea for the biology project without telling him."

i. " I never tidy up my things just to aggravate my parents."

j. "I talk to Laurie even though she is younger than I am because I like her."

LEARNING ACTIVITIES

Unit	4.4
Objective	14

Telling a True Story

ACTIVITY SHEET 29

A. True Story (personal notebook)

Ask the student to relate an experience in which the show of tolerance generated harmony in the group.

B. Group Discussion

Ask whether some students would be willing to relate a personal story.

Individualized Instruction

Have the student do Activity A.

LEARNING ACTIVITIES

Unit	4.5
Objective	15

Trust

ACTIVITY SHEET 30 a

A. Definition

Ask the students to find a definition of the word "trust" using the dictionary, and to give examples.

B. Consequences

Ask the students to identify two consequences of mutual trust between individuals and to explain them. For example, trust gives a person a feeling of security because he feels accepted.

C. True Story

The teacher should tell the story of a person who overcame obvious difficulties through an extraordinary belief in life.

Example: The Helen Keller story.

LEARNING ACTIVITIES

Unit	4.5
Objective	15

Trust

ACTIVITY SHEET
30 b

Individualized Instruction

For the work suggested in C, the teacher may ask the student to borrow a copy of Helen Keller's biography from the library, and to read it in his spare time in order to better understand the meaning of "believing in oneself."

LEARNING ACTIVITIES

Unit	4.5
Objective	16

Being Direct With Friends

ACTIVITY SHEET 31 a

A. Studying a Text (in teams or individually)

Give the following text to the students and ask them to answer the questions.

"John and Henry are two friends who usually go skiing together. Last Thursday, their geography teacher gave the group an assignment to be done in pairs. John and Henry quickly paired up. However, John doesn't like geography and is not very serious when the time comes to do the work; he does not respect the deadline and his share of the work shows that he has not applied himself. The results are poor and Henry's average in geography goes down.

A few days later, the same teacher assigns more work to be done in pairs. John approaches Henry, happy to team up with his friend once again. Henry, on the other hand, is not at all interested in letting his grade go down again."

LEARNING ACTIVITIES

Unit	4.5
Objective	16

Being Direct With Friends

ACTIVITY SHEET
31 b

Questions

1. How is the story likely to end?
2. Why is Henry no longer interested in working with John?
3. Under what conditions would Henry trust John again?
4. After reading this story, give three important reasons why one would accept to trust someone.

LEARNING ACTIVITIES

Unit	4.5
Objective	17

Earning Trust

ACTIVITY SHEET 32 a

A. Using the following chart, ask the student to describe some of his interactions with the people around him. Reference is made here to all kinds of ties: business, casual, family, emotional, etc.

Explanation of the Chart

- In the first column, write a short sentence describing an interaction with someone in your surroundings. The chart provides a few examples; complete the list by naming six more interactions.

- In the second column, indicate your main motivating factor for your interactions with each of the persons involved. (An example is given in the chart.)

- In the last column, write the letter that corresponds to the category which best describes each of the motivating factors indicated in column 2:

"A" for affection
"B" for interest
"C" for obligation
"D" for duty

LEARNING ACTIVITIES

Unit	4.5
Objective	17

Earning Trust

ACTIVITY SHEET 32 b

INTERACTIONS	MOTIVATING FACTORS	CATEGORIES
1. Having dinner with my friend.	I like to go to his house. I feel comfortable.	A
2. Helping my parents with the housework.		
3. Lending my bike to a friend.		
4. Playing in a band.		
5. Etc.		
6.		
7.		
8.		
9.		
10.		

B. Explain how trust plays an important role in your interactions with others.

LEARNING ACTIVITIES

Unit	4.6
Objective	18

Giving Your Word

ACTIVITY SHEET 33 a

A. Short Presentation

The teacher may use the following text:

Keeping one's word of honour is an attitude that denotes trust. It is often difficult to keep a secret. Do you think you could keep a secret? For example, if your French teacher told you that a film would be presented to the class at a given period on the condition that all students keep this information to themselves, do you think that the secret would be kept by all of the students?

It is important to keep one's word. Imagine what would happen if someone never kept his word. His friends would never be able to trust him; he might even be cast out of the group.

When you give your word, you commit yourself to fulfill it in spite of difficulties. It is not always easy, but consider the personal satisfaction you will feel when you keep your promise.

Give the student a few examples.

LEARNING ACTIVITIES

Unit	4.6
Objective	18

Giving Your Word

ACTIVITY SHEET 33 b

B. Dilemma

Ask the student to read the story of the dilemma about giving one's word of honour, and to answer the questions that follow.

Note: A dilemma is a situation in which we are obliged to choose between equally unsatisfactory alternatives: to do or not to do.

GIVING YOUR WORD

Martin tells Andrew that he and his parents are moving to another city because his father has a new job. He does not want the others to know about it and he asks Andrew to give him his word that he will not talk about this to anyone. Andrew gives his word.

The next day, Andrew meets some other friends who tell him about their plan to go camping for five days at their uncle's farm. They are all counting on Martin's presence because, besides being a nice guy, he is the only one among them who owns a tent. Everybody is thrilled about the idea and the boys start making plans.

Should Andrew tell them that Martin will not be coming? He has given his word.

LEARNING ACTIVITIES

Unit	4.6
Objective	18

Giving Your Word

ACTIVITY SHEET 33 c

Questions (Individual Work)

1. What would you do in Andrew's place?
2. What would your reaction be if you were betrayed?
3. Relate an instance in which somebody had given you his/her word and did not keep it.
4. Tell about an instance in which you did not keep your word of honour.

Individualized Instruction

Give the test to the student with the same instructions as those given to the class. It would be interesting for the student and the teacher to discuss what is implied by giving one's "word of honour."

LEARNING ACTIVITIES

Unit	4.6
Objective	19

Keeping Your Word

ACTIVITY SHEET 34 a

A. Teamwork

- Ask the students to make up 10 expressions or slogans that might help them keep their word of honour.

Examples: "I have given my word."
"You can count on me."

- Collect all the slogans prepared by the different teams.

B. Personal Reflection

- Each student chooses one of the expressions or slogans, writes it in his notebook, and tries to put it into practice.

LEARNING ACTIVITIES

Unit	4.6
Objective	19

Keeping Your Word

ACTIVITY SHEET 34 b

Alternative Activity

- Make a badge or button to illustrate a favourite phrase on the subject of keeping one's word.
- Organize a badge competition.

  Examples of expressions:

  "I have given my word."
  "It's as good as my word."

- Wear the badge for five days.
- Motivate the students to wear their badges by encouraging a competitive spirit among the groups.

LEARNING ACTIVITIES

Unit	4.6
Objective	20

A Person's Reputation Is Inviolable

ACTIVITY SHEET 3S a

Case Study

Present the following text to the students about a conversation between Eric and Grant:

Tuesday morning, Eric leaves French class with Grant. The French teacher has just given the results of the last test and once again, Stephen came first.

GRANT (talking about STEPHEN): That's some guy! Top of the class in French and History, and a great baseball player besides! Yet, he's not full of himself. Of all the boys in the class, I think he has the most friends.

ERIC: Bah! That's all well and good, but if you knew what I found out on the weekend....

GRANT: I don't really see what people can criticize him for.

ERIC: Okay, but if the others knew what I know, I bet you that he wouldn't have so many friends.

LEARNING ACTIVITIES

Unit	4.6
Objective	20

A Person's Reputation Is Inviolable

ACTIVITY SHEET 35 b

GRANT: Tell me.

ERIC: Ah! ... it's none of your business.

GRANT: Tell me, you never know.

ERIC: Okay. As you know, his father is an accountant. Well, it just so happens that my Uncle Louis works for the same company; he came to our house on Sunday and told us that Stephen's father has lost his job because he defrauded the company.

Questions

1. What do you think of this story? Is someone causing prejudice to another person?

2. Indicate two possible consequences of this conversation.

3. List two examples that you have witnessed in your school that are similar to Eric and Grant's experience.

LEARNING ACTIVITIES

Unit	4.6
Objective	20

A Person's Reputation Is Inviolable

ACTIVITY SHEET 35 c

Alternative Activity: Staging a Trial

Teaching Notes

The purpose of this game is to make each student think about:

1. the value of a person's reputation;
2. the different levels of responsibility (blame) when someone's reputation is attacked;
3. the attitude one should adopt in order to respect the reputation of others.

In carrying out this activity, it is important:

1. that each student have a role to play;
2. that the teacher play the role of animator;
3. that a courtroom atmosphere be created (proper arrangement of the desks, position of the participants, appropriate costumes, press section, etc.);
4. that each student be given sufficient time to prepare for his role (e.g. preparing the lawyers' cross-examination);
5. that each person take notes on the main arguments during the trial.

LEARNING ACTIVITIES

Unit	4.6
Objective	20

A Person's Reputation Is Inviolable

ACTIVITY SHEET 35 d

The Events Leading to the Trial

The following events have led to this trial (refer to the text that was presented in the preceding exercise).

The Charge

Eric is accused of defamation, i.e., tarnishing another person's reputation.

Bill of Indictment

Eric is accused of having destroyed Stephen's reputation.

Suggested Activity

Prepare and act out a trial in which someone is accused of destroying another person's reputation.

Description of the Activity

Assign each student a role to play in the trial.
Some possible roles are suggested below:

Judge: prepares the decision on the case and passes the sentence.
Lawyer: questions the witnesses to the event.

LEARNING ACTIVITIES

Unit	4.6
Objective	20

A Person's Reputation Is Inviolable

ACTIVITY SHEET 35 e

Jury: determines who is guilty and justifies the decision.
Reporter: reports and interprets the jury's verdict.

Ask each student to prepare for his role by doing a thorough study of the case.

Staging the Trial

The judge reads the bill of indictment. The witnesses are questioned by the Crown. The witnesses are cross-examined by the defence. The jury convenes to decide on the verdict and the severity of the sentence. The judge announces the final verdict and reads out the sentence. The newspapers print the reporter's assessments of the verdict and the sentence.

The group should evaluate the activity by means of a discussion based on the following question:

- In what ways are people disrespectful of other people's reputations?

Individualized Instruction

Only the first exercise is applicable.

LEARNING ACTIVITIES

Unit	4.6
Objective	21

Respecting Others

ACTIVITY SHEET 36 a

A. Ask the students to complete the following chart:

BEHAVIOURS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. I try to discover other people's secrets to use against them any way I can.	( )	( )	( )	( )	( )
2. In order to impress my friends, I make up all kinds of stories about people I dislike.	( )	( )	( )	( )	( )
3. I am not interested in the details of other people's lives aside from what they want to tell me.	( )	( )	( )	( )	( )
4. When I arrive at a new school, I try to find out about the teachers' shortcomings in order to make fun of them.	( )	( )	( )	( )	( )
5. Whenever I reveal something that could hurt someone, I always ask the person listening to keep it a secret.	( )	( )	( )	( )	( )

Note: Because this is a self-test, there are no "right answers."

LEARNING ACTIVITIES

Unit	4.6
Objective	21

Respecting Others

ACTIVITY SHEET
36 b

B. When the chart is completed, ask the students if they usually respect other people's reputations and to explain why. It is understood that, since this is a self-test, there are no "right answers."

C. Have the students write a poem on the theme of showing respect for the reputation of others.

LEARNING ACTIVITIES

Unit	4.7
Objective	22

Friendship

ACTIVITY SHEET 37 a

Teacher's Presentation

The following suggestions for the presentation may be useful: Give examples and discuss them with the students.

Human beings need to communicate, and to be with one another. These needs are becoming increasingly felt in our modern world. Individuals are prone to loneliness and seek to establish special ties with friends. Even young children, when starting to play with each other, manifest special preferences. True friendship implies certain commitments: it must be desired by both parties and presupposes a number of essential qualities, such as the following:

a) Sincerity: Friendship presupposes a spirit of mutual sincerity which enables friends to confide in one another and to respect each other's secrets. For example, would you want to be friends with someone who divulges everything that you have confided in him at the first opportunity? A true friend can be trusted to keep a secret.

LEARNING ACTIVITIES

Unit	4.7
Objective	22

Friendship

ACTIVITY SHEET 37 b

b) Sharing: A friend must be prepared to give of his time, of himself and of his affection. Sharing implies always being available to the other person, which means making the time to be together, to listen to each other, and to understand each other. Having a friend does not mean visiting him only when we need him or when things are not going well; a true friend is always available to talk, to communicate, to share.

c) Loyalty: A loyal friend does not abandon someone in trouble. Even if people say bad things about him, a friend still remains loyal. In life, there are difficult moments when we need to know that we can count on the unwavering support of another person, that we can trust him. Loyalty is another quality essential to true friendship.

LEARNING ACTIVITIES

Unit	4.7
Objective	22

Friendship

ACTIVITY SHEET 37 c

d) Trust: With a friend, a person feels comfortable. He can tell him everything; he believes in him and trusts him. This feeling of trust must be mutual, both persons should be willing to accept each other as friends and should come to trust each other naturally.

Individualized Instruction

Give the test to the student and ask him to list five qualities he would like to find in a friend.

LEARNING ACTIVITIES

Unit	4.7
Objective	23

Friends

ACTIVITY SHEET 38 a

A. Classifying Stories

Referring to the qualities mentioned in the preceding text (sincerity, sharing, loyalty and trust), ask the students to explain which of these four qualities is evident or lacking in the following situations.

Example: Frank spent the evening at a funeral parlour with John, who had just lost his mother.

Explanation: Frank understands John's sorrow and shares his grief. This is a sign of his friendship.

1. Mark confides in Tanya that his parents are planning to separate.

2. Lucy has become George's good friend since his father bought a skidoo.

3. John does not alter his relationship with Louis even though Philip told him about the strange things that Louis did last year when they went to the same school.

4. Anne is sure that Carol will help her prepare for her geography test.

5. Jane is having problems with her parents. She tells Sylvia about her difficulties.

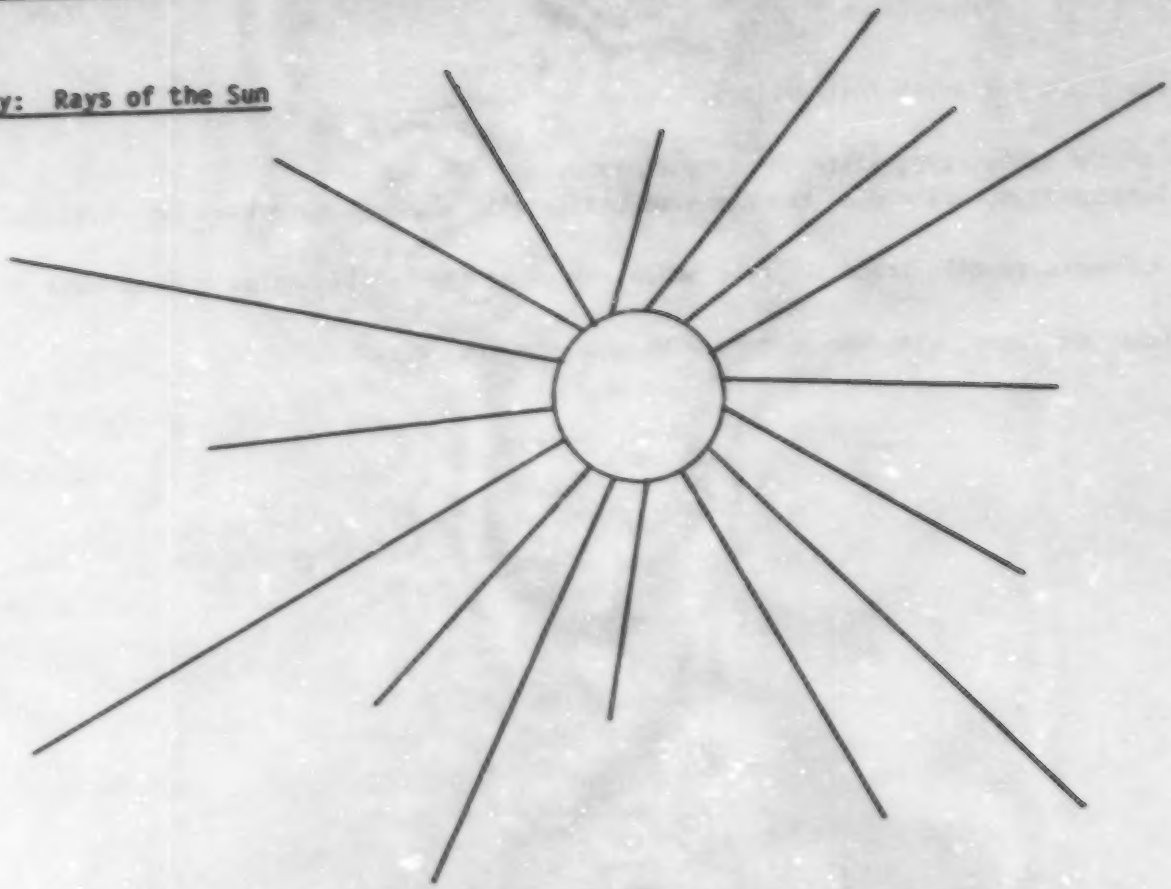
LEARNING ACTIVITIES

Unit	4.7
Objective	23

Friends

ACTIVITY SHEET
38 b

B. Activity: Rays of the Sun



LEARNING ACTIVITIES

Unit	4.7
Objective	23

Friends

ACTIVITY SHEET 38 c

Give the student the following instructions:

1. On each of the sun's rays, write the name of someone you know.
   On the longest rays, write down the names of people with whom you have the closest ties.

2. Using a coloured pencil, trace the rays which represent the relationships started this year.

3. Among those mentioned, name the persons with whom you are friends.

LEARNING ACTIVITIES

Unit	4.7
Objective	24

Improving Friendships

ACTIVITY SHEET 19 a

A. Personal Reflection

Ask the student to find two ways of behaving that will help him improve his friendships and to describe them in his notebook.

Example: Being honest when expressing my feeling towards my friends.

B. Mystery Word

Assign the following exercise:

- Complete the following mystery-word puzzle. In it, you will recognize certain qualities essential to friendship, various common sentiments, as well as certain feelings to be avoided in your relations with others. When you have found all the words, you will be left with 19 letters with which you will form a phrase expressing something that is important in a friendship.

Unit	4.7
Objective	24

LEARNING ACTIVITIES

Improving Friendships

ACTIVITY SHEET
39 b

HIDDEN WORDS

Admiration
Affection

Bad
Brutality

Dissatisfied

Emotion
Emotivity

Fear
Friendship

Goodness
Gratefulness

Happy
Hate
Honesty

Indifference
Intelligent

Jealousy
Joy

Love

Pleasantness

Satisfaction
Scare
Shyness

Trust

E	M	O	T	I	O	N	T	A	P	J	I	E	I
B	O	E	G	X	D	O	N	F	L	O	N	V	N
A	P	R	O	Y	I	I	O	F	E	Y	D	O	T
D	Y	E	O	P	S	T	I	E	A	T	I	L	E
P	T	S	D	P	S	A	T	C	S	I	F	T	L
I	I	Y	N	A	A	R	C	T	A	V	F	R	L
H	L	S	E	H	T	I	A	I	N	I	E	U	I
S	A	U	S	O	I	M	F	O	T	T	R	S	G
D	T	O	S	N	S	D	S	N	N	O	E	T	E
N	U	L	S	E	F	A	I	M	E	M	N	E	N
E	R	A	C	S	I	Y	T	F	S	E	C	T	T
I	B	E	E	T	E	E	A	L	S	F	E	A	R
R	I	J	N	Y	D	G	S	S	E	N	Y	H	S
F	G	R	A	T	E	F	U	L	N	E	S	S	S

Answer: To express my feelings

3.5 MODULE 5: AUTHORITY

MODULE 5: AUTHORITY

Time	Fourteen 45-minute periods.
General Objective	To realize that regulations are needed for living in society.
Terminal Objectives	At the end of this module, the student should be able: Unit 5.1 To define the meaning of solidarity. Unit 5.2 To realize the advantages of the proper exercise of authority. Unit 5.3 To explain the reasons for certain social conventions. Unit 5.4 To demonstrate that all games have rules. Unit 5.5 To learn to respect moral laws. Unit 5.6 To modify his judgements in light of the concept "It's not fair."

INTRODUCTION

Having thought about the different kinds of people around him and about the respect he should show for them, the student is now capable of recognizing the importance of a system of authority for all societies. This authority must not be looked upon as an oppressive force, but rather as a positive force that makes possible a better life in society. The words "authority" or "authoritarian" are often understood in a pejorative way, as synonyms for violence or oppressive power, or as attempts to crush others or to dominate them. The student should understand the positive aspects of authority and its influence on people's behaviour, and try to imagine what life in society would be like if we had neither laws nor conventions.

The fifth module of the program aims at helping the student realize that regulations are needed for living in society. Some of these regulations eventually become laws that ensure respect for individual rights and promote harmony, justice, and solidarity which are necessary in group life.

Suggested Sequence

First, through introspection and discussions, the student is helped to define the meaning of solidarity (Objectives 1 - 2; 3 periods). He is then encouraged to become aware of the proper exercise of authority (Objectives 3 - 4 - 5 - 6; 6 periods) and to explain the reasons for certain social conventions (Objective 7; 1 period). The fourth unit gives the student the opportunity to demonstrate that all games have rules (Objective 8; 1 period). Finally, in the fifth and sixth units, he is asked to make a certain commitment by accepting to respect moral laws (Objective 9-10; 2 periods) and by learning to modify his judgements in light of the concept "It's not fair" (Objective 11; 1 period).

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Unit S.1: Solidarity	Terminal Objective: To define the meaning of solidarity.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	1 A	The student should be able: Given a list of places and persons, to single out all those that add something to his life and to identify them.	☐	- Individual work: Make a simple plan of your neighbourhood (See Activity Sheet 40) - Short presentation by the teacher	Assign a grade for the completed plan. Ask the student to define solidarity and to give examples.
	2	Without any reference, to explain the meaning of solidarity. C.P. 75%	◺	- Individual work - Interview - Reflection (See Activity Sheet 41)	

Unit 5.2: Regulations	Terminal Objective: To realize the advantages of the proper exercise of authority.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
6	3 C	Without notes, to give three reasons why regulations are important. C.P. 3/3	◇	- Teacher's presentation - Individual work or team-work (See Activity Sheet 42)	Ask the student to give three reasons why regulations are important.
	4 C	From memory, to find three reasons for respecting regulations. C.P. 2/3	◇	- Individual work: a) Mystery-word game b) Essay question (See Activity Sheet 43)	Ask the student to find three reasons for respecting regulations.
	5 C	With the help of cartoons to assess the authority exercised by some individuals. C.P. 2/3	◇	- Teacher's presentation (See Activity Sheet 44)	Ask the students to get an Asterix book and to name three authority figures in it. (See Activity Sheet 45)

Unit 5.2: Regulations	Terminal Objective: To realize the advantages of the proper exercise of authority.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	6 C	Without using any notes, to list three instances of proper, and three instances of improper, exercise of authority. C.P. 4/6		- Teacher's presentation and discussion - Personal reflection (See Activity Sheet 46)	Referring to the different sectors of authority, ask the student to list three instances each of the proper and improper exercise of authority.

Unit 5.3: Social conventions	Terminal Objective: To explain the reasons for certain social conventions.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	7 C	Without using any notes, to find three reasons why it is important to observe social conventions. C.P. 2/3		- Teacher's presentation - Individual work or team-work (See Activity Sheet 47)	Using the information provided on authority, find three reasons to explain the importance of observing social conventions.

Unit 5.4: The rules of the game	Terminal Objective: To demonstrate that all games have rules.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	8 C	Without using notes, to give five examples of instances when rules are useful. C.P. 4/5		- Reading a text - Individual work (See Activity Sheet 48)	Ask the student to give five examples which demonstrate that rules are useful.

Unit 5.5: Moral laws	Terminal Objective: To learn to respect moral laws.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	9 C	After stating a law, to explain its meaning and to give three reasons to justify it. C.P. 75%		Group activity: "Moral laws" (See Activity Sheet 49)	"All human beings must treat each other as brothers." Ask the students to explain the meaning of this moral law and to give three reasons to justify it.
	10 A	Using his notes, to make a commitment to respect moral laws and to explain his decision in a letter.		Write a letter to a friend (male or female) (See Activity Sheet 50)	Check whether the student has written his letter.

Unit 5.6: Justice	Terminal Objective: To modify his judgement in light of the concept "It's not fair."

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	11 C	Referring to the preceding assignments, to give an example of a situation in which justice is done.		Interview (See Activity Sheet 50)	Referring to the interview and notes taken in class, ask the student to give an example of the situation in which justice is done.

LEARNING ACTIVITIES

Unit	5.1
Objective	1

Feeling Comfortable With Others

ACTIVITY SHEET 40 a

Presentation of the Neighbourhood Plan

Every day we meet people who contribute something to our lives, each in their own way. We often forget their presence and we do not always think we need them. To clearly distinguish the places and persons that contribute something to his life, the student is asked to draw a simple plan of his neighbourhood.

An example of a plan with streets and blocks is presented on page 184. If applicable, the student should indicate on his plan the main thoroughfares, the railway tracks, the highways, etc., using the following ideas, if necessary. (See notes on following page.)

1. First, you should decide on the location of your house, your school, the neighbourhood stores, your friends' houses, and important public buildings.

2. Draw a rough sketch of your house and label it "My House."

3. On each side of your house, write the names of your neighbours.

4. You probably have some good friends; draw the houses in which they live and write down the people's names.

LEARNING ACTIVITIES

Unit	5.1
Objective	1

Feeling Comfortable With Others

ACTIVITY SHEET 40 b

5. Draw the school and write down the names of your teachers.

6. Draw the stores in your neighbourhood which sell the goods you need (food, clothing, etc.) and write down their names.

7. Draw the public buildings which provide important services and identify them.

8. If there is a park in your neighbourhood, identify it by drawing a few trees.

Notes: - This assignment may be done in teams if all the students living in the same neighbourhood are grouped together.

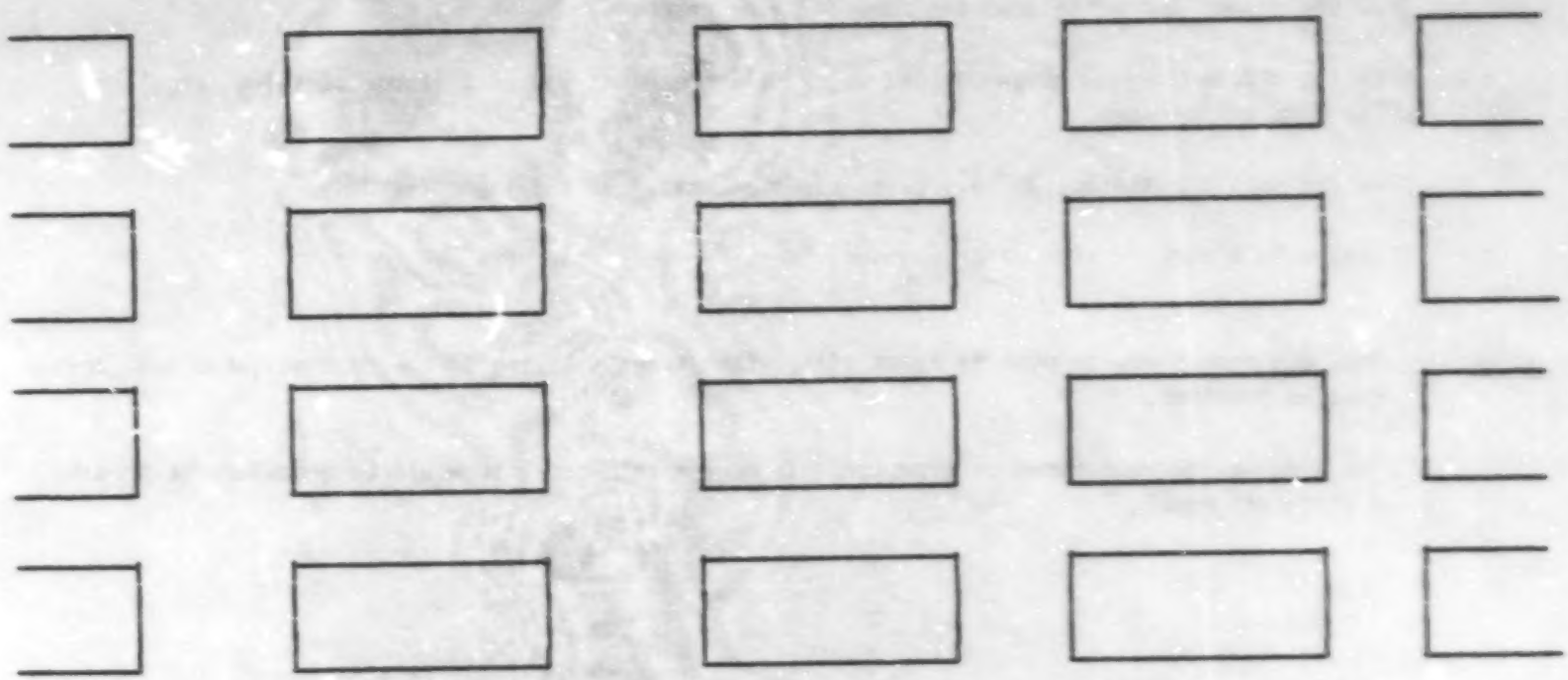
- The plan may be reproduced on a poster. In more rural areas, it would be necessary to present a different model.

LEARNING ACTIVITIES

Unit	5.1
Objective	1

Feeling Comfortable With Others

ACTIVITY SHEET
40 c



Myself and Others

LEARNING ACTIVITIES

Unit	5.1
Objective	2

Needing Others

ACTIVITY SHEET 41 a

A. Teacher's Presentation

If necessary, the following ideas may be used:

All the people named on your plan are necessary to your life.

You need ...

- friends to talk to and to exchange ideas, laugh, play, work and discover with;
- neighbours who teach you how to live side-by-side with others and who can help you, if need be;
- teachers who help you broaden your knowledge;
- policemen to help and protect you;
- firemen, in case of fire;
- shopkeepers who make a variety of products available to you;
- hospital workers to take care of you when you are very sick;
- all the working people who make the products you need;
- your parents, who always look after you.

And these people need you too to pave the way for the world of tomorrow.

LEARNING ACTIVITIES

Unit	5.1
Objective	2

Needing Others

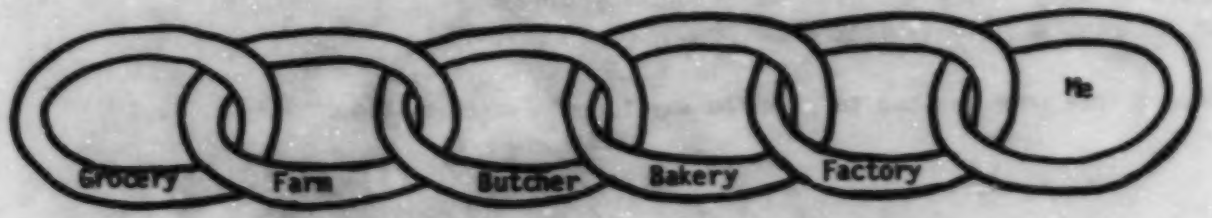
ACTIVITY SHEET 41 b

All of these people working together form part of SOCIETY. In a society, we are all interdependent. To be interdependent is to be bound to others and, together, to form a whole, as though each person were a link in a chain that represents society. In a society, if one person does not do his share for others, everybody is affected.

B. Individual Work

Below is a chain representing one aspect of solidarity. In your notebook, indicate the work that goes into making the different products available to you by the people:

a) on a farm
b) at the butcher's
c) at the baker's
d) in the factory
e) And you, what you can do to help others?



LEARNING ACTIVITIES

Unit	5.1
Objective	2

Reading Others

ACTIVITY SHEET 41 c

Example: A grocery store employs several people to help provide customers with the food they need. The cashiers, the manager, the person in charge of the fruit and vegetable department, the people who stock the shelves, etc. - all do their share.

C. Interview

The student will achieve a better understanding of the meaning of solidarity by discovering the way in which it is applied in the school setting. Ask him to choose somebody who has a positive influence at school, to meet with this person and to ask him these two questions:

a) What does solidarity mean to you?
b) With whom do you feel solidarity at school?

LEARNING ACTIVITIES

Unit	5.1
Objective	2

Reading Others

ACTIVITY SHEET 41 d

D. Reflection

Now, answer the following questions in your own words and write the answers in your notebook:

a) What does solidarity mean to you?
b) Give four examples of solidarity in the school.
b) With whom do you feel solidarity in school?

Individualized Instruction

It may be advisable for the teacher to help the student prepare his questions for the interview.

LEARNING ACTIVITIES

Unit	5.2
Objective	3

The Consequences of Lack of Solidarity

ACTIVITY SHEET 42 a

A. Teacher's Presentation

The teacher may use the following ideas in preparing his presentation:

Some people do not feel any solidarity towards others. Other people admit that, in spite of themselves, they do depend on others for their needs. Some wish to be independent and try to satisfy their needs without bothering with anyone else. We know, however, that we all need each other. When people take advantage of those around them without giving anything in return, they are referred to as opportunists. These people look out solely for their own interests. Such behaviour weakens the spirit of solidarity and everyone involved suffers the consequences. Typical examples of a waning spirit of solidarity can be found in the classroom.

Imagine yourself in a classroom where two students are talking and being impolite. They continue to chatter while the teacher is introducing a new assignment to the class. The teacher tells the two mischievous students to be quiet; they answer back. The teacher gets angry and "shuts them up," but the episode carries on. Frustrated, the teacher cuts short her instructions and assigns work to the class. Doing an assignment without full instructions is not easy. The students all encounter difficulties and begin to show their dissatisfaction by talking among themselves. The teacher is exasperated and becomes impatient. Finally, the atmosphere of the whole group is affected and no further progress can be made.

LEARNING ACTIVITIES

Unit	5.2
Objective	3

The Consequences of Lack of Solidarity

ACTIVITY SHEET 42 b

The whole class must suffer the consequences of the misbehaviour of one or two selfish students. If you were a student in this class, you too would suffer from the lack of spirit of solidarity.

Many similar situations exist and this is why regulations are drawn up. They specify rules of conduct to be observed in specific places and at specific times.

B. Individual Work or Teamwork

At the beginning of the year, the teacher often gives his students regulations to be followed in class. The students must respect these regulations or else they will be penalized. In your school, there are certainly rules that apply to all students in general.

Among the school regulations, choose three rules that you find very important. Write them down, and for each one, explain why it is important that it be observed.

Note: For groups of students, the rules may be written on the blackboard and then discussed.

LEARNING ACTIVITIES

Unit	5.2
Objective	4

Observing Regulations

ACTIVITY SHEET 43 a

Individual Work

a) Mystery Word

Answer the following questions and check your answers against the list of words provided on page 194. Once you have answered all the questions, proceed to the mystery-word game.

1. To obey the law is to _____ with the rules.
2. When several people regulate the activities of a large group they are said to _____ a community.
3. A just ruling is a _____ decision.
4. Those who strive to achieve something are said to have a _____.
5. The opposite of sadness is _____.
6. The principle of fairness and right action is called _____.
7. An individual makes a personal commitment by accepting to respect moral _____.
8. To learn to do something well is to _____ a skill.
9. Another word for companion is _____.
10. The opposite of majority is _____.

LEARNING ACTIVITIES

Unit	5.2
Objective	4

Observing Regulations

ACTIVITY SHEET 43 b

Individual Work (Continued)

a) Mystery Word (Continued)

11. To observe regulations is to _____ them.
12. The disturbance of the peace by the disorderly conduct of a group is called a _____.
13. Every game has _____.
14. Regulations are needed for living in _____.
15. Social conventions dictate _____ of behaviour.
16 A general movement by the members of society is called a _____ .
17. Mastering a skill requires _____ and dedication.

LEARNING ACTIVITIES

Unit	5.2
Objective	4

Observing Regulations

ACTIVITY SHEET 43 c

MYSTERY WORD

S	T	A	N	D	A	R	D	S
O	R	A	N	E	U	T	H	W
C	E	C	I	T	S	U	J	A
I	N	O	N	A	R	I	O	L
E	D	C	O	M	P	L	Y	R
T	D	I	R	E	C	T	T	U
Y	F	A	I	R	G	O	A	L
M	A	S	T	E	R	I	Y	E
O	B	E	Y	W	O	R	K	S

HIDDEN WORDS

COMPLY
DIRECT
FAIR
GOAL
JOY
JUSTICE
LAWS
MASTER
MATE
MINORITY
OBEY
RIOT
RULES
SOCIETY
STANDARDS
TREND
WORK

The mystery word has nine (9) letters and describes the theme of this module.

Answer: Authority

LEARNING ACTIVITIES

Unit	5.2
Objective	4

Observing Regulations

ACTIVITY SHEET 43 d

b) Essay Question

Have the student write a story which illustrates the reasons for obeying regulations. The story should be about people who respect rules and regulations and do so for specific reasons.

Note: The best stories may be read in class.

Individualized Instruction

Have the student write the story in his notebook.

LEARNING ACTIVITIES

Unit	5.2
Objective	5

Asterix

ACTIVITY SHEET 44 a

Teacher's Presentation

Give a presentation on authority figures.

People in positions of authority are those who have the power to enforce the respect of certain regulations. These people are found in all sectors of human activity. In sports, the persons in a position of authority are the captains, coaches, managers and owners of teams. In school, they include the principal and his assistants, the teachers and all persons responsible for the students at any given time and place. On the bus, it is the driver who has the authority, and at home, it is the parents. In society in general, authority is held by the government, which is often represented by policemen and public servants.

Without the power of authority, rules can be modified to the advantage of those who are in the strongest positions, rather than serving the common good. Authority is essential, for it helps to ensure the best relations among people and reinforces the ties of interdependence among individuals. Occasionally, authority is exercised by an individual who is not concerned with serving others. It then becomes necessary to replace this individual before he tries to use his authority to take advantage of others.

LEARNING ACTIVITIES

Unit	5.2
Objective	5

Asterix

ACTIVITY SHEET 44 b

It is not always easy to evaluate whether a person in a position of authority is at the service of others. In trying to ensure mutual well-being, authority figures often prohibit the individual from doing what he wants to do and from being free in his actions and in his words. As a result, the authority figure is often disliked. The talkative student is not pleased when he is told to be quiet by the teacher. He may feel rejected, unfairly treated, and fear that the teacher will punish him. He may conclude that the teacher is in the wrong, when in reality he is the one disturbing the group, etc.

LEARNING ACTIVITIES

Unit	5.2
Objective	5

Asterix

ACTIVITY SHEET 45

The student chooses an Asterix book. From it, he selects three authority figures and evaluates whether or not each of the characters uses his authority to serve others. Have the student answer the following questions in writing.

Answer the following questions:

1. What is the title of the book you have chosen?

2. a) What is the name of the first authority figure?
   b) Does his authority really serve others?
   c) Why?

3. a) What is the name of the second authority figure?
   b) Does his authority really serve others?
   c) Why?

4. a) What is the name of the third person?
   b) Does his authority really serve others?
   c) Why?

LEARNING ACTIVITIES

Unit	5.2
Objective	6

The Need for Responsible Authority

ACTIVITY SHEET 46 a

A. Teacher's Presentation and Discussion

Initiate a discussion with the students, using the following ideas as a starting point:

What is the purpose of law and order and authority? Are they designed to protect the feeble and the aged, or ordinary people? Are they merely words? If you think about it, you will realize that these concepts are important and that they relate to everyday realities.

Think about the kind of things that are highly improbable. Suppose, for example, that you could drive your car on the sidewalk, enter the neighbour's house without permission, or camp out in the middle of the street. Suppose there is no one to stop you from harming others or to stop others from harming you.

It is easy to see that without authority, life would be difficult. Normally, people act according to their own will. Everyone has his own desires, dreams, and ways of thinking and living; we cannot all share one opinion at the same time. This being so, some kind of order needs to be established. Life would be unbearable if people did not get along with one another. Thus, after much debate, people decide on certain laws that become compulsory rules for everybody. Certain people are given the power and the authority to enforce these laws.

LEARNING ACTIVITIES

Unit	5.2
Objective	6

The Need for Responsible Authority

ACTIVITY SHEET 46 b

a) Authority and the Family

Given the continual changes that society is undergoing and the problems related to modern life, both parents and children must constantly be asking themselves questions and reacting accordingly. If society is to function, there must be some sort of authority that has to be respected. This is particularly true of the family, which is the most effective unit in society because of its strong influence on the individual. Parental authority within the family is absolutely essential for the proper functioning of the family unit.

b) Authority and the School

When parents delegate some of their rights and responsibilities to the school, they also delegate some of their authority.

The various authority figures at school include the teachers, whom you meet every day, the principal of the school and his assistants, the director general of the school board, and so on. These people are part of an administrative structure and, while having authority over some people, they must also answer to others who have authority over them. The line of authority can be traced to the school commissioners and the ministère de l'Education, where a broad variety of specialists work under the authority of deputy ministers and ministers. By respecting school authorities, you respect yourself.

LEARNING ACTIVITIES

Unit	5.2
Objective	6

The Need for Responsible Authority

ACTIVITY SHEET 46 c

c) Authority and the Municipal Government

The City Council, which includes the mayor and a number of aldermen, has full authority for managing municipal affairs, that is, all public services. These include city planning, street and road maintenance, the aqueduct, the sewer system, the police force, recreation services, building inspection and evaluation, etc. The number and variety of services that are provided depend on the size of the city, but the authority responsible for providing these services remains, in every case, the municipal government.

d) Authority and the Police

The role of the police is to protect citizens' rights. The policeman you deal with most of the time is probably a member of the municipal police force. His job involves giving out traffic tickets, recording the circumstances of a car accident, transporting the injured or calling in an ambulance, dealing with bank holdups, burglaries, cases of fraud, etc. In some areas, there are policemen who are specifically responsible for youth protection, and young people can call them for help when necessary.

Note: For each level of authority, give examples of the good and bad exercise of authority.

LEARNING ACTIVITIES

Unit	5.2
Objective	6

The Need for Responsible Authority

ACTIVITY SHEET 46.4

B. Personal Reflection

After giving all these points some thought, what is your opinion of authority? Write your comments in your notebook.

Individualized Instruction

For each level of authority, the student will be asked to give one example of authority being exercised well and one example of authority being exercised badly. The reflection process suggested in B may be done orally if it is possible for the teacher and the student to get together.

LEARNING ACTIVITIES

Unit	5.3
Objective	7

Being Respectful of Others

ACTIVITY SHEET 47 a

A. Teacher's Presentation

Our daily interactions with others sometimes leave us feeling dissatisfied and frustrated. We are satisfied with our interactions when others show respect for our opinions, our tastes, our wishes, our work and our various needs. We are dissatisfied when we are forced to act against our principles and against our will. The same applies to others; they are happy if we respect them and unhappy if we prevent them from being themselves.

Students in a classroom often experience these same feelings of satisfaction and dissatisfaction. If the teacher asks a question and the student who answers is laughed at, the student will be made to feel unhappy and dissatisfied; he may no longer dare to speak up in class or say what he thinks. If the teacher questions another student and the whole class is attentive, this student will be made to feel proud and encouraged. Such a show of mockery or respect largely determines the general satisfaction of the group. Similar situations can be found everywhere to varying degrees.

Social conventions were invented to help people feel satisfied and comfortable in their relations with others. They consist of agreements and understandings among individuals concerning rules of conduct to help make life more pleasant. There are many such conventions, some of which have to do with "good manners."

LEARNING ACTIVITIES

Unit	5.3
Objective	7

Being Respectful of Others

ACTIVITY SHEET 47 b

Good manners consist in applying the rules of polite conduct in our relations with others. For example, if you push someone inadvertently and excuse yourself, you will have applied a rule of polite conduct, and people will say that you have good manners. The same can be said of good table manners (for example, eating without making noise), discretion in the exercise of bodily hygiene (for example, not picking your nose), showing respect for your elders, and so on.

B. Individual Work or Teamwork

1. Most people are familiar with the rules of polite conduct. List 5 of these rules and explain why it is important to observe them.

2. Who has the authority when it comes to enforcing these rules?

3. Could this person be you or somebody in your group?

4. Make a poster illustrating these rules of polite conduct.

LEARNING ACTIVITIES

Unit	5.4
Objective	8

Following the Rules of the Game

ACTIVITY SHEET 48 a

A. Reading a Text

I enjoy being with good friends. Together we can talk, laugh, play and discover. You probably have some good friends too.

Naturally, things do not always go smoothly among friends. Someone in the group is always stronger, more high-strung or more cunning than the rest. Some are more cowardly, others are daredevils. Some have all the toys, games and equipment they could wish for, while others have none. Would you think very highly of your friends if they refused to share with you? Of course not. Nevertheless, any one of your friends may on occasion play a trick on you, cheat you or refuse to share with you.

When you play hockey with friends, if you monopolize the puck, then the others cannot have it. Inversely, if your friends always have the puck, then you cannot have it and you resent it. To prevent any one person from monopolizing the puck, you could agree on a rule forbidding anyone from keeping the puck for too long without making a pass. A game without rules is not very interesting. The more challenging the rules, the happier we are when we win; this makes us proud because it means we have outdone ourselves. Rules are also intended to prevent a player from doing whatever he wants without showing consideration for the other players. Rules make it possible for everyone to play the game well and to have fun doing so.

LEARNING ACTIVITIES

Unit	5.4
Objective	B

Following the Rules of the Game

ACTIVITY SHEET
4B b

B. Individual Work

1. There are many kinds of games, those that can be played outdoors and those that are played indoors. Choose one you know, name it, and explain two of the rules involved.

2. Explain why the game would not be as interesting if there were no rules. (Think of someone who cheats, somebody who does not observe the rules of the game.)

3. Explain why you would not be as happy or satisfied if there were no rules to the game.

LEARNING ACTIVITIES

Unit	5.5
Objective	9

Moral Laws

ACTIVITY SHEET 49 A

Teamwork

Certain rules, namely those dictated by nature or by society as a whole, are more important than others. They are grouped under one name, MORAL LAWS. Moral laws, like rules and regulations, allow people to exercise their rights. Rights are what we have the RIGHT to do, taking into consideration that others have the RIGHT to do things as well. Laws protect human rights, and one of our most important moral laws is:

ALL HUMAN BEINGS SHOULD TREAT ONE ANOTHER AS EQUALS.

1. State a law that the whole class considers important to ensure respect for human rights.
2. Describe a situation in which this law is not respected.
3. Describe a situation in which this law is respected.
4. Find a way of describing or of illustrating the text of the law so that the whole class can become familiar with it.

LEARNING ACTIVITIES

Unit	5.5
Objective	9

Moral Laws

ACTIVITY SHEET 49 b

Note: It would be interesting to discuss the moral laws posted in the classroom.

Individualized Instruction

The first three questions may be presented for the student to answer in his notebook. For number 4, the student may make a drawing to explain the law which he stated in Number 1.

Note: The student should ask the teacher to verify his law before answering Questions 2, 3 and 4.

LEARNING ACTIVITIES

Unit	5.5
Objective	10

Making a Personal Commitment

ACTIVITY SHEET 5B

Ask the student to write a letter to a friend explaining to him what he understands about authority and what he intends to do to respect moral laws.

NOTE: The student may use his notes, but the letter should be as personal as possible.

LEARNING ACTIVITIES

Unit	5.6
Objective	11

The Importance of Fairness

ACTIVITY SHEET 51 a

Present the assignment to the students by giving a short introduction.

When the idea of interdependence and the spirit of solidarity are distorted and one person takes advantage of another person, inevitably some people are deprived of their rights. For example, in teamwork, those who do not do their share stand to benefit from the work done by the other students, since everyone is assigned the same grade. On the other hand, if everyone works hard, in all likelihood the team's grade will be even higher. As a further example, sometimes a student who misbehaves succeeds in putting the blame on another person who is punished in his place. Some people have everything - money, success and friends - while others are always poor, alone and unable to succeed at anything. Some individuals are never satisfied; they always want more, are constantly jealous of their neighbours, and complain that people treat them unfairly.

We realize the importance of justice when we have experienced injustice ourselves. When everybody gets what they deserve, we say that "justice has been done." It is evident that authority has a major role to play in ensuring that justice is served.

Interview

Have the students ask someone in authority to discuss his opinion concerning justice and the way he applies it, and to give examples, if possible.

LEARNING ACTIVITIES

Unit	5.6
Objective	11

The Importance of Fairness

ACTIVITY SHEET 51 b

Note: This would be a good time to talk about the ombudsman, his role in society and the importance of his task. Very few places presently enjoy the services of an ombudsman.

3.6 MODULE 6: THE DECLARATION OF THE RIGHTS OF THE CHILD

MODULE 6: THE DECLARATION OF THE RIGHTS OF THE CHILD

Time	Sixteen 45-minute periods.
General Objective	To recognize his rights and the rights of others.
Terminal Objective	At the end of this module, the student should be able: Unit 6.1 To realize the importance of having a name and a nationality. Unit 6.2 To compare the cultural perspectives and customs of different ethnic groups. Unit 6.3 To give examples showing that adults are concerned with the emotional needs and the moral and material security of children. Unit 6.4 To list the different places and ways in which UNICEF does its work. Unit 6.5 To describe some of the benefits that can be attributed to the Declaration of the Rights of the Child. Unit 6.6 To improve his own behaviour by helping others.

INTRODUCTION

The United Nations urges all the countries of the world to show concern for the present well-being of their children and to think about the way they are treated, their place in society, and the respect they are shown. This universal recognition of the needs of the child is directed at making the whole world understand that peace and prosperity in tomorrow's world depend on the well-being of the children of today's world.

Today, in the developing countries, there are still approximately 350 million children who do not receive basic services in areas such as health, nutrition, education and social development, services which we take for granted in our own countries.

Closer to home, the Canadian Council on Children and Youth recently published a report stating that, in a country proclaiming itself to be the champion of human rights, Canada's 7 million children are not born to equal opportunity, and their rights are practically non-existent.

Developing understanding and a feeling of solidarity towards people in all countries should be an important goal of teaching at every level. This important task should be undertaken beginning in elementary school, for it is at this level that children acquire their basic attitudes. In Secondary 1, the student is able to think about this issue in more complex terms, and recognize his rights and those of others within the framework of the Charter of the Rights of the Child.

Suggested Sequence

First, the student is encouraged to realize the importance of having a name and a nationality (Objectives 1-2-3; 2 periods). Then, he is asked to compare the various cultural perspectives and customs of the different ethnic groups (Objectives 4-5-6; 3 periods). He can then reflect on the concern of adults for the needs of children (Objectives 7-8-9-10-11; 4 periods). Considering the difficult situations some children experience, particularly children in the Third World, he is then asked to familiarize himself with the special work done by UNICEF (Objectives 12-13; 3 periods).

Finally, he studies the benefits attributed to the Declaration of the Rights of the Child (Objective 14; 2 periods) and reflects on his own commitment to safeguarding the well-being of others (Objectives 15-16; 2 periods).

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Unit 6.1: Other people	Terminal Objective: To realize the importance of having a name and a nationality.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	1 C	The student should be able: From memory, to define the words "rights and responsibilities." C.P. 80%		Activity: Who are those "other people?" 1st Step: Teacher's explanations 2nd Step: Research using a dictionary 3rd Step: Personal reflection (See Activity Sheet 52)	Ask the student to define the words ... "rights and responsibilities."
	2 A	Following a conversation with his parents, to discover the importance of his name and to write down the outcome of this conversation.		Conversation with parents (See Activity Sheet 53)	Make sure the student has written in his notebook the outcome of his discussion with his parents.
	3 C	With the help of his notes, to show the importance of having a national identity. C.P. 2/3		- Short presentation - Circle game - Class discussion (See Activity Sheet 54)	With the help of his notes, ask the student to give three reasons explaining the importance of having a national identity.

Unit 6.2: Prejudice	Terminal Objective: To compare the cultural perspectives and customs of different ethnic groups.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Morsi Method.		
3	4 C	From memory, to list five common prejudices with regard to ethnic groups.		- Reading a text - Questions to be answered in teams - Sharing ideas (See Activity Sheet 55)	Recalling the explanations given on prejudices, ask the students to answer five questions regarding prejudices and ethnic groups.
	5 A	By answering a question based on a given situation, to examine his own feelings to see whether they reveal any traces of prejudice.		Activity: "My reactions" - Study of a given situation (See Activity Sheet 56)	Check whether the student has answered the questions.
	6 C	Using reference books, to find three distinctive traits associated with the following nationalities: American, Japanese, East Indian, Nigerian, Mexican. C.P. 10/15		- Explanations of the research procedure to be followed - Review (See Activity Sheet 57)	Assign a grade for the student's research work on three distinctive traits associated with each of the five nationalities indicated.

Unit 6.3: Other people in difficulty.	Terminal Objective: To give examples showing that adults are concerned with the emotional needs and the moral and material security of children.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	7 C	Referring to his notes, to list five examples of situations involving children in difficulty. C.P. 3/5		- Reading a text - Making a poster (See Activity Sheet 58)	Referring to his notes, ask the student to present five examples of situations involving children in difficulty.
	8 C	Given four situations, to determine the need to which each of the situations corresponds. C.P. 3/4		Teacher's description of the four kinds of needs - Assignment based on the four kinds of needs (See Activity Sheet 59)	The four situations are indicated on Activity Sheet 60a.
	9 C	Without referring to his notes, to give four reasons why an adolescent might be considered a delinquent. C.P. 3/4		- Short presentation - Case study (See Activity Sheet 61)	Ask the student to give four reasons why an adolescent might be considered a delinquent.

Unit 6.3: Other people in difficulty.	Terminal Objective: To give examples showing that adults are concerned with the emotional needs and the moral and material security of children.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	10 C	Without using his notes, to state the main cause of delinquency. C.P. 70%	◇	- Mystery Word - Research - Sharing ideas (See Activity Sheet 62)	Ask the student to think about the young people who are presently in centres for young offenders and to give the major cause of delinquency.
	11 C	Without using any references, to give one example of how adults meet each of the following needs of children: - love - understanding - moral security - material security C.P. 4/4	△	- Case study - Teamwork followed by sharing of ideas (See Activity Sheet 63)	Ask the student to give an example of how adults respond to a child's need for love, understanding, and moral and material security.

Unit 6.4: UNICEF	Terminal Objective: To list the different places and ways in which UNICEF does its work.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	12 C	With the help of his notes, to describe two difficult situations experienced by Third World children. C.P. 70%		- Teacher's presentation - Making a poster (See Activity Sheet 64)	After reading his notes, ask the student to describe 2 difficult situations experienced by Third World children.
	13 C	From memory, to name five ways in which UNICEF provides assistance. C.P. 3/5		- Short presentation accompanied by various examples (See Activity Sheet 65) - Illustrating one of the problems mentioned in the presentation.	Ask the student to name five ways in which UNICEF provides assistance.

Unit 6.5: Benefits derived from the Declaration of the Rights of the Child	Terminal Objective: To describe some of the benefits that can be attributed to the Declaration of the Rights of the Child.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	14 C	From memory, to describe five benefits that can be attributed to the Declaration of the Rights of the Child. C.P. 5/7		- Presentation and study of the Declaration of the Rights of the Child. - Comprehensive exercise (See Activity Sheet 66)	Ask the student to name seven benefits derived from the Declaration of the Rights of the Child.

Unit 6.6: Commitment	Terminal Objective: To improve his own behaviour by helping others.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	15 A	After doing a survey, to make a commitment to inform his fellow students by doing a project.		- Survey: 1st Step: Preparing the questionnaire 2nd Step: Survey 3rd Step: Evaluation - Alternative Activity: Organizing a project 1st Step: Discussion 2nd Step: Organization 3rd Step: Evaluation (See Activity Sheet 67)	Make sure that the survey has been done. Self-evaluation
	16 A	Using a game as a starting point, to become aware of his own attitudes regarding the well-being of others.		- Short presentation followed by a period of introspection - Traffic-Light Game (See Activity Sheet 68)	Check whether the student has done his work.

LEARNING ACTIVITIES

Unit	5.1
Objective	1

Becoming Aware of the Rights of Others

ACTIVITY SHEET 52 a

1st Step: Teacher's Explanations

After having given thought, from the beginning of the year, to the need to live with others and our responsibility to respect them, the student is asked to consider whether he has taken a good look at the other person and whether he understands the meaning of the words "rights" and "responsibilities." He should understand that the phrase "other person" refers to his neighbour, be it someone in a neighbouring province, in a neighbouring country or on another continent. The other person could equally refer to someone at the other end of the world.

The other person has the same rights as the student:

- the right of equality;
- the right to develop in a sound and normal way, on all levels;
- the right to a name and nationality;
- the right to a sound diet, to a home and to adequate medical care;
- the right to special care in case of disability;
- the right to love, understanding and protection;
- the right to an education, to recreation and leisure activities;
- the right to immediate help in case of a disaster;

LEARNING ACTIVITIES

Unit	6.1
Objective	1

Becoming Aware of the Rights of Others

ACTIVITY SHEET 52 b

- the right to protection against all forms of negligence, mental cruelty, and exploitation;
- the right to protection against all forms of discrimination, and to an upbringing in a spirit of friendship among nations, a spirit of peace and kinship.

In view of the importance of all these rights, the United Nations Organization (UN), which is concerned with the safeguarding of peace and security in the world, proclaimed the Declaration of the Rights of the Child to guarantee the children of the world the enjoyment of a happy childhood and the rights and liberties stated in the Declaration.

2nd Step: Research Using a Dictionary (Group or Individual Work)

Many key words will be used in this module. It is important to understand what they mean. Ask the students to use a dictionary and to write in their notebooks the most suitable definition for the following words:

1. right
2. duty
3. responsibility
4. need
5. nationality
6. equality
7. disability
8. assistance
9. disaster
10. protection
11. discrimination
12. cruelty
13. race
14. origin
15. prejudice
16. ethnic
17. religion

LEARNING ACTIVITIES

Unit	6.1
Objective	1

Becoming Aware of the Rights of Others

ACTIVITY SHEET 52 c

3rd Step: Introspection and Definitions

- In your own words, write a definition of the words "rights" and "responsibilities."
- List three of your rights and three responsibilities which you feel obliged to fulfill.

Individualized Instruction

Give the list of explanations to the student. He should read it and then do the exercises in Steps 2 and 3. Explain that he should not copy all the definitions given in the dictionary, only those that are best suited to the present context.

LEARNING ACTIVITIES

Unit	6.1
Objective	2

The Importance of Having a Name

ACTIVITY SHEET 53

Discussion with the Parents

1. The third principle of the Charter of the Rights of the Child reads as follows:

"The child has the right, from birth,
to a name and a nationality."

To help the student understand more clearly the implications of this principle, he should be encouraged to find out the background to his name. His name and nationality are two important factors which the child does not always fully appreciate.

- Discuss with the students the importance of having a name. For example, we do not like to be treated as a number.
- Help them to prepare for the discussion with their parents. Have them write down the questions they will ask their parents in their notebooks.
- Inform them that in the next lesson, those who so desire may share the outcome of their discussion with the class.

2. After the discussion, ask the students to reflect on this topic and then to write down three reasons why it is important to have a name.

LEARNING ACTIVITIES

Unit	6.1
Objective	3

The Importance of Having a National Identity

ACTIVITY SHEET 94 a

A. Short Presentation

The teacher may use the following ideas and give examples:

Did you ever stop to think about how difficult it is for someone to adapt to living in a foreign country? Suppose that you arrive in a country where you understand nothing because the language is different from yours, and the habits and customs differ from those you know. You would probably feel nervous and insecure at the beginning. This is what newcomers to our country go through. It is important to know how to make them feel welcome, how to to accept them, to help them to adapt, to understand them, and to try to make their lives more pleasant.

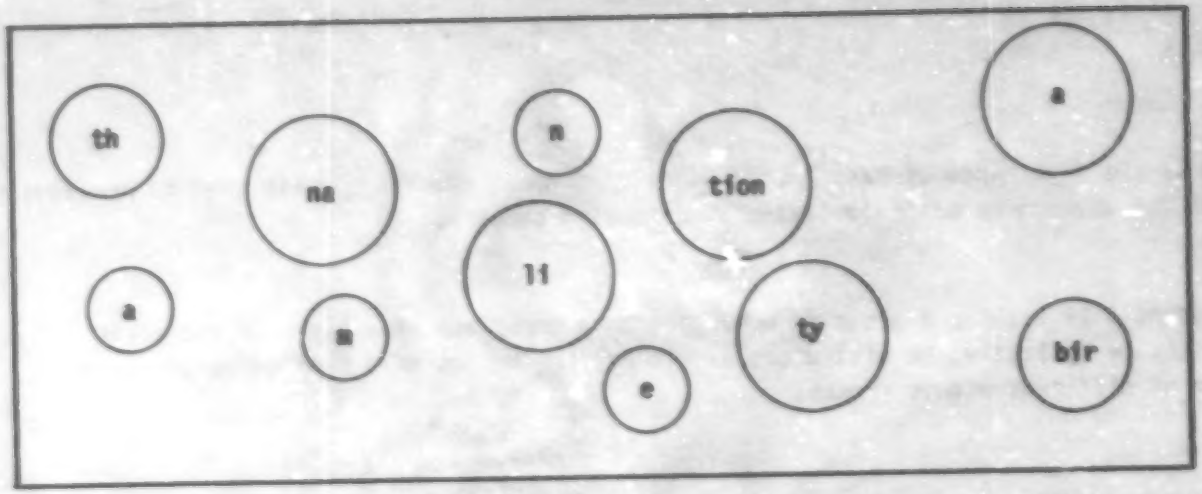
B. The rectangle on the next page contains circles of three different sizes. Ask the student to combine the letters or syllables inside all the circles of equal size in order to discover the hidden words.

LEARNING ACTIVITIES

Unit	6.1
Objective	3

The Importance of Having a National Identity

ACTIVITY SHEET
St. b



Answers:
1. Name
2. Birth
3. Nationality

1. First hidden word: What is your _____?
2. Second hidden word: Write down the date of this happy event in your life.
3. Third hidden word: What is your _____? Is it important to you? Why?

LEARNING ACTIVITIES

Unit	6.1
Objective	3

The Importance of Having a National Identity

ACTIVITY SHEET
S4 c

C. Discussion

Have the students discuss the importance of having a name and a national identity. Help them to realize how difficult it can be for someone to adapt to living in a foreign country.

At this stage, the student will develop a sense of belonging to a group and show signs of incipient social consciousness. Little by little, he will discover his origins and he will tend to become more tolerant towards people of different ethnic groups.

Individualized Instruction

Give the short text to the student and, after he has completed the Circle Game, ask him to write down three reasons that show the importance of having a national identity.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET 55 a

Notes to the Teacher

The intention here is to enable the student to identify certain distinctive traits associated with different ethnic groups, nations, races and religions.

The teacher may refer to a discussion paper entitled "A Study of Prejudice and Discrimination," published within the framework of the permanent program in human rights education by the Office of the Secretary of State (Ottawa, 1975).

The first principle of the Declaration of the Rights of the Child states:

- The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET 55 b

On the basis of these distinctions, the child will realize that the differences he identifies in other people are actually rooted in his own perception and feelings. He will become aware of certain prejudices that are extremely harmful.

The young person is vulnerable to prejudice, and it is only through education and experience that he will gradually acquire a more universal outlook.

Parents sometimes teach their children prejudice through their own actions, or by expressing certain dislikes or making certain remarks. Teachers often influence them in the same way, usually by unintentionally setting examples which the children eagerly follow.

To fight against prejudice, the students are encouraged to read newspapers, watch television, and listen to the radio to make sure that certain groups are not referred to as being inferior. The students should also watch for signs of prejudice in their own environment, both at school and at home.

Have the students read the following text.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET 55 c

A. Reading a Text

Do you know the definition of an ethnic group? An ethnic group is any group of people who have a common culture, in other words, they speak the same language and share the same customs, sentiments and cultural perspectives. We, therefore, speak of French ethnic groups, Italian ethnic groups, Greek ethnic groups and so on, because these groups of people differ from others in their language, customs and values, displayed, for example, by their diet, dress and music. The expression "ethnic groups" is used to denote that these populations have their own distinct cultural features. Their collective traits or attitudes give each group and each individual within it a unique identity, a special way of life. This does not make the individual or the group any better, only different. We should learn to understand this and respect the individual and the group.

Nevertheless, some people are prejudiced against people of another nationality. What is prejudice?

Prejudice is either a favourable or unfavourable preconceived opinion that a person holds about someone or something without actually knowing the person or the situation through personal experience. For example, if you say that a particular teacher is tough because a friend who had him last year told you so, or because you just think he looks tough, you are being prejudiced against him. You are making a judgement before getting to really know the person and being aware of all the circumstance that led your friend to express his opinion. Unfavourable prejudice is also involved when an adult thinks that a young person is ill-bred simply because he wears his hair too long or because he wears jeans. On the other hand, prejudice can also be in favour of something or someone, as when someone is judged favourably solely on the basis of his good appearance.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET 55 d

We can say that everyone has some prejudices but we cannot say that all prejudices are of equal importance. For example, if you say that you do not like shrimp even though you have never tasted them, this is much less serious than disliking a particular classmate because he comes from another country. In the latter case, this is what we call prejudice against an ethnic group.

B. Questions To Be Answered in Teams

1. Name two twentieth century figures in the history of the United States who fought for racial equality in their country.

2. Identify one action taken in your country to promote respect for different ethnic groups.

3. Name two prejudices against ethnic groups which you yourself have noticed.

4. Name two qualities that enable a person to show respect for other ethnic groups.

5. List and explain two possible consequences of prejudices against ethnic groups.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET 55 e

Possible Answers

1. John F. Kennedy
   Martin Luther King

2. Welcoming Vietnamese families.

3. a) Socially isolating immigrant children who are new to the school.
   b) A landlord refusing to rent a house to a couple because one of them is black.

4. a) Understanding
   b) Receptiveness

5. a) People become aggressive towards one another due to lack of mutual understanding. They do not make any efforts to get to know one another, and thus end up rejecting each other.
   b) People belittle themselves and consequently are unable to give the best of themselves or to develop as individuals because they lose faith in themselves.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Becoming Aware of Prejudices

ACTIVITY SHEET
§5 f

C. Group Discussion

Review the questions and stress the importance of recognizing one's own rights and the rights of others.

Individualized Instruction

The student may read the text prepared by the teacher and answer the five questions. The teacher should nevertheless explain all the questions to help the student understand what is expected of him.

LEARNING ACTIVITIES

Unit	6.2
Objective	5

Examining Your Own Reactions

ACTIVITY SHEET 56

The student should examine his own reactions to situations where there is prejudice. It is important for the student to understand that his society is a mosaic of many cultures, races, languages and to understand the similarities and differences among people.

Exercise

How do you react to people of different racial or cultural backgrounds?

Imagine the following situation:

You are in a class in which one student refuses to participate in a specific activity. When questioned as to why, he indicates that it is against his cultural practices. How do you react to this person?

Are you aware of any incidents in which racial or cultural differences led to conflict? Was the basis of the conflict prejudice or stereotyping? How do you feel about these incidents?

If students seem unable to recall any incidents, the teacher might collect recent articles from newspapers to stimulate discussion.

LEARNING ACTIVITIES

Unit	6.2
Objective	6

Understanding Differences

ACTIVITY SHEET 57 a

A. Research Procedure

1. The teacher discusses with the class that all peoples have distinctive features, habits, practices, etc.

2. The teacher asks the students to place themselves in the position of introducing themselves to a person from another country. They should select the country and each student should give a name to a fictitious friend from that country. Each student should think about this person in terms of his/her distinctive traits and write a short profile about him/her. The students should then examine themselves for their own distinctive features and write a short profile about who they are. The chart on page 243 might help them in their search for distinctive features. Use of dictionaries and reference books is permitted.

3. Having written a profile of their fictitious friends and of themselves, they should share profiles with other members of the class.

4. An alternative might be to have students write "Who Am I?" profiles, withholding the name and to have other members of the class try to identify the author.

LEARNING ACTIVITIES

Unit	6.2
Objective	6

Understanding Differences

ACTIVITY SHEET 57 b

B. Review

The teacher should help the students associate their research findings with the customs and cultural perspectives of different nationalities in terms of climate, geography, economics and politics.

The students should ultimately realize that they must continue to grow in their acceptance, understanding, and appreciation of the different outlooks and behaviours that are bound to exist among ethnic groups. These differences serve to enrich our lives and make life more interesting, a factor which is not to be underestimated.

Individual Instruction

Prepare the research project with the student and discuss it when it is completed.

For the student working alone, it would be easier if the project were presented to him in the form of a chart. (See following page.)

LEARNING ACTIVITIES

Unit	6.2
Objective	6

Understanding Differences

ACTIVITY SHEET 57 c

NATIONALITIES	DISTINCTIVE TRAITS			
	Physical Characteristics	Language/ Religion	National Foods	Cultural Dress/ Habits/Practices
Greek				
Japanese				
East Indian				
Nigerian				
Italian				
Dutch				
You (specify)				

LEARNING ACTIVITIES

Unit	6.3
Objective	7

The Need to Feel Loved

ACTIVITY SHEET 58 a

A. Reading a Text

The teacher may use the following text and complete it by giving an example:

In the Declaration of the Rights of the Child, Principle 6 reads:

> The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable."

Children sometimes experience serious difficulties. In the province of Québec, over 30 000 children are separated from their families, many young people have serious personal behavioural problems, and over 25 000 are arrested annually on suspicion of violating the law.

Young people need someone to talk to, someone who is there to help them and who can be supportive and sensitive to their needs.

LEARNING ACTIVITIES

Unit	6.3
Objective	7

The Need to Feel Loved

ACTIVITY SHEET 58 b

All citizens, including yourself, should know that they can communicate with the Youth Protection Commission if they have any reason to believe that a young person is in serious difficulty. It is this agency's job to help young people in trouble and to find solutions to their problems.

You probably have already met some young people in difficulty. For example, Jane, the 5-year-old daughter of Mr. and Mrs. Lewis, lost her parents in a plane crash. Who will take care of her? Andy, 11 years old, was once again arrested for shoplifting. It is his fifth time. Who will help him? Frank just had his two legs severed by a tractor on his uncle's farm. Who will give him the comfort and understanding he needs?

B. Making a Poster

Ask the students to choose a situation involving a young person in difficulty and to illustrate the different stages of this situation on a poster.

Give the example of Jane, who lost her parents.

1st Stage: Plane crash.
2nd Stage: Receiving the news.
3rd Stage: Jane's reaction.
4th Stage: Help received.

LEARNING ACTIVITIES

Unit	6.3
Objective	7

The Need to Feel Loved

ACTIVITY SHEET 58 c

Notes: Tell the students that all citizens, including themselves, can communicate with the Youth Protection Commission if they have any reasons to believe that a young person is in serious difficulty.

This objective will help the student to feel responsible and, at the same time, it will make him feel secure knowing that he is a young person living under the protection of his parents.

The teacher can obtain all the necessary statistical information from the regional office of the Youth Protection Commission.*

* Listed in the blue pages of the telephone directory under Gouvernement du Québec as "Comité de la protection de la jeunesse."

LEARNING ACTIVITIES

Unit	6.3
Objective	8

Young People's Basic Needs

ACTIVITY SHEET 59 a

A. Description of the Four Kinds of Needs

Upon closer examination, it becomes apparent that the difficult situations experienced by young people stem from a need for love, understanding and moral and material security.

1. Love: To be happy, each one of us needs to love and be loved.

2. Understanding: A young person in trouble needs the adult's understanding. He may be having problems with his friends, parents and teachers, and, at such times, he needs someone who is ready to listen to him and to understand him.

3. Moral security: This refers to the need to feel at ease and the expectation that life should be satisfying and balanced, reflecting harmony within and harmony with others. To feel a sense of moral security, the young person needs people around him who love and appreciate him, and who are ready to help if he is in trouble. If this need is fulfilled, the future does not appear threatening and the young person can face it with confidence. When he possesses this moral security, he is self-confident, he believes in others, and has a sense of moral strength.

4. Material security: Each one of us needs a minimum of comfort to be happy. We need food, clothing and shelter. When these needs are not fulfilled, we suffer and are unhappy.

LEARNING ACTIVITIES

Unit	6.3
Objective	8

Young People's Basic Needs

ACTIVITY SHEET
59 b

8. Exercise:

Give the students the following assignment.

- Describe a situation related to each of the needs listed below.

1. A need for love;
2. A need for understanding;
3. A need for moral security;
4. A need for material security.

Note: A review may be done in class and different situations may be given as examples.

LEARNING ACTIVITIES

Unit	6.3
Objective	8

Identifying Needs

ACTIVITY SHEET 60 a

Keeping in mind the explanations already given, match the four following needs with the four corresponding situations listed below:

a) the need for love
b) the need for understanding
c) the need for moral security
d) the need for material security

1. Valerie is troubled; she wishes she could live in peace and quiet. She would like to meet somebody on whom she could rely, for this would make her happy.

2. Ryan has problems getting along with people. He no longer gets along with his friends, parents or teachers. He is looking for people who are willing to listen to him.

3. Ann lost her parents in a car accident. She can no longer love them or be loved by them as she used to. She feels a terrible emptiness.

4. Dennis is very unhappy. He lost all his possessions when his parents' house burned down. Because his father is unemployed, he cannot buy the clothes he needs and although they are seven in the family, he is obliged to live in a small, cramped three-room apartment.

LEARNING ACTIVITIES

Unit	6.3
Objective	8

Identifying Roots

ACTIVITY SHEET
60 b

Answers:

1. c
2. b
3. a
4. d

LEARNING ACTIVITIES

Unit	6.3
Objective	9

Finding Out About Delinquency

ACTIVITY SHEET 61 a

A. Short Presentation

The teacher can further discuss the difficult situations experienced by the young people mentioned in the preceding objectives.

The following ideas may be developed.

If you look up the word "delinquent" in a dictionary, you will see that it refers to a person who commits a misdeed or an offence. When a young person lacks love, understanding and moral security, it is understandable that unhappiness can lead him to delinquent behaviour.

Below are some examples of situations that may drive a young person to delinquency. All of these examples correspond to at least one of the four needs previously mentioned.

- The parents are no longer living together and are either unable or unwilling to look after their children;
- The young person is deprived of proper material living conditions;

LEARNING ACTIVITIES

Unit	6.3
Objective	9

Finding Out About Delinquency

ACTIVITY SHEET 6I b

- The school-age child does not attend school or is frequently absent for no reason;
- The young person is physically abused or neglected;
- The young person does not get along with his parents;
- etc.

B. Case Study

Ask the students to give their reactions to the following case history.

Life was never very good to Patrick. Having lost his parents when he was young, he drifted from one foster home to another. In school, nothing goes right. Patrick often finds reasons to skip classes. His problems keep mounting and he ends up committing many minor offenses. He ran away from his foster home because he knows that the police are looking for him regarding a stolen car.

1. What will happen to Patrick?
2. If you were in his place, what would you do?
3. How can he find happiness?
4. Should he be considered a delinquent (also known as a young offender)? Why?

LEARNING ACTIVITIES

Unit	6.3
Objective	10

Finding Out About Delinquency

ACTIVITY SHEET 62 a

Mystery Word

A. Give the following mystery word game to the students and ask them to find the hidden words listed below. When they have found all the words, they will be left with 13 letters with which they will form a word that has important meaning for young persons.

adults
affection
atmosphere

calm
child

family

happy

language
law
love

needs (2)

objectives

problems
parent

relation
responsible
right

security

teacher

valuable

young

L	N	U	H	A	P	P	Y	L	N	L	D
A	E	E	C	N	I	L	D	O	R	A	S
N	E	E	D	S	I	T	A	V	U	W	R
G	D	N	D	M	L	A	C	E	T	N	I
U	S	V	A	L	U	A	B	L	E	N	G
A	F	F	E	C	T	I	O	N	A	O	H
G	A	D	U	L	T	S	I	N	C	I	T
E	P	R	O	B	L	E	M	S	H	T	N
A	T	M	O	S	P	H	E	R	E	A	E
G	Y	T	I	R	U	C	E	S	R	L	R
R	E	S	P	O	N	S	I	B	L	E	A
O	B	J	E	C	T	I	V	E	S	R	P

Answer: Understanding

LEARNING ACTIVITIES

Unit	6.3
Objective	10

Finding Out About Delinquency

ACTIVITY SHEET 62 b

B. Research

1. Ask the students to define the words listed in the mystery-word puzzle and to give the most appropriate definition of needs, understanding and security. They may use a dictionary.

2. The answer to the mystery word has an important meaning for the young person. Explain what this word means within his family, at school and in his leisure environment.

3. How can a lack of understanding contribute to delinquency?

C. Sharing of Ideas

Working with the whole class, the teacher can go back to the definitions found in their research work and discuss with the students the major cause of delinquency.

Individualized Instruction

The student may do the same assignment, except for "sharing of ideas." Nevertheless, the teacher may take this opportunity to discuss the cause of delinquency with the student.

LEARNING ACTIVITIES

Unit	6.3
Objective	11

Trying to Cope With Unhappiness

ACTIVITY SHEET 63 a

A. Case Study

Present the following problem situation to the students and ask them to answer the questions below.

Paul, who is 11 years old, and Dennis, who is 8 years old, lived peacefully in a nice home with their parents. The boys attended the neighbourhood school and had many friends. But, their parents died in a tragic fire while travelling in a foreign country. Paul and Dennis are very sad, and since they lost their parents, they very seldom speak.

1. a) What makes them unhappy?
   b) What need does their unhappiness indicate?

2. How can other adults answer Paul's and Dennis's needs?

3. How can an adult meet:

   a) a child's need for love;
   b) a child's need for understanding;
   c) a child's need for moral security;
   d) a child's need for material security.

LEARNING ACTIVITIES

Unit	6.3
Objective	11

Trying to Cope With Unhappiness

ACTIVITY SHEET 63 b

B. Teamwork

The teacher can ask the students to work in groups to prepare case studies showing a need for love, understanding, and moral and material security. He could then ask the students to find typical examples of adult responses to the cases brought up during the discussion period.

Individualized Instruction

After reading the story about Paul and Dennis, the student should answer the three questions in Section A.

LEARNING ACTIVITIES

Unit	6.4
Objective	12

The Third World

ACTIVITY SHEET 64 a

A. Teacher's Presentation

The teacher's aim is to enable the student to become aware of the precarious situation of children living in developing countries. The following notes may be of help to the teacher in preparing his talk.

Have you ever stopped to think about the difficult circumstances faced by children in some countries? Nowadays, many of them suffer from severe malnutrition and grow up without an adequate education. UNICEF is one of the organizations which tries to help them. UNICEF has invested a considerable amount of energy to help save lives and to provide assistance to millions of mothers and children.

There are many countries in the world where starvation is a serious problem. According to the experts, about 460 million people including 200 million children suffer from malnutrition in developing countries. Is it normal that out of every twelve children who come into this world, only two grow up acquiring the skills necessary to be prepared for life, work and the pursuit of happiness?

The fifth principle of the Declaration of the Rights of the Child refers to education. Did you know that in spite of the great efforts made by many countries to educate their children, in 1984, the number of children between 6 and 11 years of age who do not attend school reached 134 million: 35 million in Africa, 90 million in Asia, and 9 million in Latin America?

LEARNING ACTIVITIES

Unit	6.4
Objective	12

The Third World

ACTIVITY SHEET 64 b

B. Making Posters

Students may work either in teams of three or four, or individually to make a poster aimed at sensitizing their classmates to the plight of children of the Third World. Have it posted in the school.

After completing the posters, each team, or a few students chosen at random, should present their work to the class and explain their feelings concerning this worldwide situation.

LEARNING ACTIVITIES

Unit	6.4
Objective	13

Providing Assistance

ACTIVITY SHEET 65 a

A. Short Presentation

Since it was founded in 1946, UNICEF (United Nations International Children's Emergency Fund) has been particularly concerned with helping children. Thanks to the precious cooperation of volunteers and the generosity of the public, UNICEF has successfully completed many projects to ensure that the most deprived children of the world are provided with basic services.

UNICEF cooperates in three different ways:

1. It helps plan services for children;
2. It provides the materials and equipment necessary for these services;
3. It provides funds for the training of the personnel required to provide these services.

UNICEF strives to help children who are victims of hunger, disease, and ignorance. UNICEF offers assistance to the government of any developing country battling to fight children's diseases. Wherever there is an effort to fight hunger among children, UNICEF intervenes to distribute low-cost foods and to educate the population on basic nutrition.

When natural disasters occur, such as floods and volcanic eruptions, UNICEF provides emergency relief to reestablish essential services.

LEARNING ACTIVITIES

Unit	6.4
Objective	13

Providing Assistance

ACTIVITY SHEET 65 b

UNICEF also provides support to all governments seeking help in raising the level of education in their countries. Moreover, UNICEF intervenes to help safeguard family life in certain countries by setting up daycare facilities and youth centres, and by teaching modern methods of home economics and nutrition.

B. Teamwork (or Individual Work)

Have students work in pairs and ask them to illustrate one of the problems presented in this activity and to explain what UNICEF does to improve the situation.

LEARNING ACTIVITIES

Unit	6.4
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 a

A. Presentation and Discussion of the Charter

The provisions of the law with respect to children are based on a concern for the child's safety and development.

The Declaration of the Rights of the Child has enabled several countries and provinces to prepare a number of laws designed to protect young persons. The text of the Declaration has also inspired individuals to set up organizations to help young people in difficulty. Québec's Parents-Secours is one such organization.

In Québec, a law known as the Youth Protection Act was adopted in 1977. This law was enacted to ensure that the rights of all young people are respected. It states the responsibilities of adults who interact with young people.

As can be seen, the Declaration of the Rights of the Child provides many benefits to the young person.

To help students understand the implications of the Declaration, distribute copies of the text and then discuss its contents.

LEARNING ACTIVITIES

Unit	6.5
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 b

DECLARATION OF THE RIGHTS OF THE CHILD

PRINCIPLE 1

The child shall enjoy all the rights set forth in this Declaration. All children without any exception whatsoever, shall be entitled to these rights without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

PRINCIPLE 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

PRINCIPLE 3

The child shall be entitled from his birth to a name and a nationality.

LEARNING ACTIVITIES

Unit	6.5
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 c

PRINCIPLE 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health: to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

PRINCIPLE 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

PRINCIPLE 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

LEARNING ACTIVITIES

Unit	6.5
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 4

PRINCIPLE 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him on a basis of equal opportunity to develop his abilities, his individual judgement and his sense of moral and social responsibility, and to become a useful member of Society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with the parents.

The child shall have full opportunity to play and recreation which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

PRINCIPLE 8

The child shall in all circumstances be among the first to receive protection and relief.

LEARNING ACTIVITIES

Unit	6.5
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 e

PRINCIPLE 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

PRINCIPLE 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among people, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

LEARNING ACTIVITIES

Unit	6.5
Objective	14

The Child's Right to Protection

ACTIVITY SHEET 66 f

B. Comprehension Exercise

1. Write a paragraph stating your opinion concerning this declaration.

2. Illustrate the ten principles of the declaration on a poster divided into ten sections.

Individualized Instruction

The text of the Declaration of the Rights of the Child is too difficult for the student to read on his own. The teacher should try to find the time to read the text with the student and discuss each article with him. The student may then do the comprehension exercise.

LEARNING ACTIVITIES

Unit	6.6
Objective	15

Developing Awareness of Other's Needs

ACTIVITY SHEET 67 a

A. Survey

Working in small groups, have the students organize a project to sensitize the other students in the school to the needs of children around the world.

First, the students will prepare a survey which they will carry out in their school.

This step will allow the students to do something for their peers and will promote the aim of the seventh principle of the Declaration of the Rights of the Child which is:

> "The child shall have full opportunity for play and recreation, which should be directed to the purposes of education; society and the public authorities shall endeavour to promote the enjoyment of this right."

1st Step: First, the students prepare questions addressed to the other students in the school.

The questions should measure the student's awareness of the problems related to hunger, disease, malnutrition, ignorance and natural disasters in developing countries. For example, the students might ask their subjects to name a country where people die of hunger, or to identify a person or an organization involved in developing education programmes in developing countries.

LEARNING ACTIVITIES

Unit	6.6
Objective	15

Developing Awareness of Other's Needs

ACTIVITY SHEET 67 b

2nd Step: Carry out the survey in the school.

3rd Step: Compile the results.
Evaluate the results.

Alternative Activity

First: Class discussion.

1. What is your reaction to the lack of awareness among the students in your school concerning major world problems?

2. As a group, is it possible to do something concrete to enable your fellow students to become better informed?

LEARNING ACTIVITIES

Unit	6.6
Objective	15

Developing Awareness of Other's Needs

ACTIVITY SHEET 67 c

Second: Organizing a project.

Examples of projects:

1. Organize a "Dinner for Solidarity with the Hungry."
2. Have all secondary school students and teachers devote an entire day to studying major world problems, within the context of the various courses taught in a normal school day.
3. Etc.

Third: Group evaluation of the project.

Individualized Instruction

Suggest the following assignment to the student:

1. Prepare five questions to test your classmates' knowledge of the problems of hunger, disease, malnutrition, ignorance, and natural disasters in developing countries. (If possible, help him prepare the questions.)
2. Choose 10 students whom you know in the school and ask them the five questions.
3. What are your impressions after doing the survey? Are your classmates well informed? Record your answers in your notebook.

LEARNING ACTIVITIES

Unit	6.6
Objective	16

What Can You Do To Help

ACTIVITY SHEET 6B a

A. Short Introduction

Having reached the final stage of this module, there should be a perceptible change in the students' degree of interest in and awareness of people in need. They undoubtedly feel a great deal of compassion towards those who are very deprived; it is therefore an opportune time to encourage moral action.

It is not enough to contribute money towards the well-being of others. There is a great need to enlighten people with more information and to change the attitudes and values of the individuals within a society.

The 10th principle of the Declaration of the Rights of the Child is oriented towards this very objective.

> "The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men."

Encourage the students to think about their attitudes towards others and towards their own well-being.

LEARNING ACTIVITIES

Unit	6.6
Objective	16

What Can You Do To Help

ACTIVITY SHEET 6B b

Ask the students to do the following assignment:

Name five different occasions in your life which could prompt you to think about those who are in need. (Write them down in your notebook.)

B. Traffic-Light Game

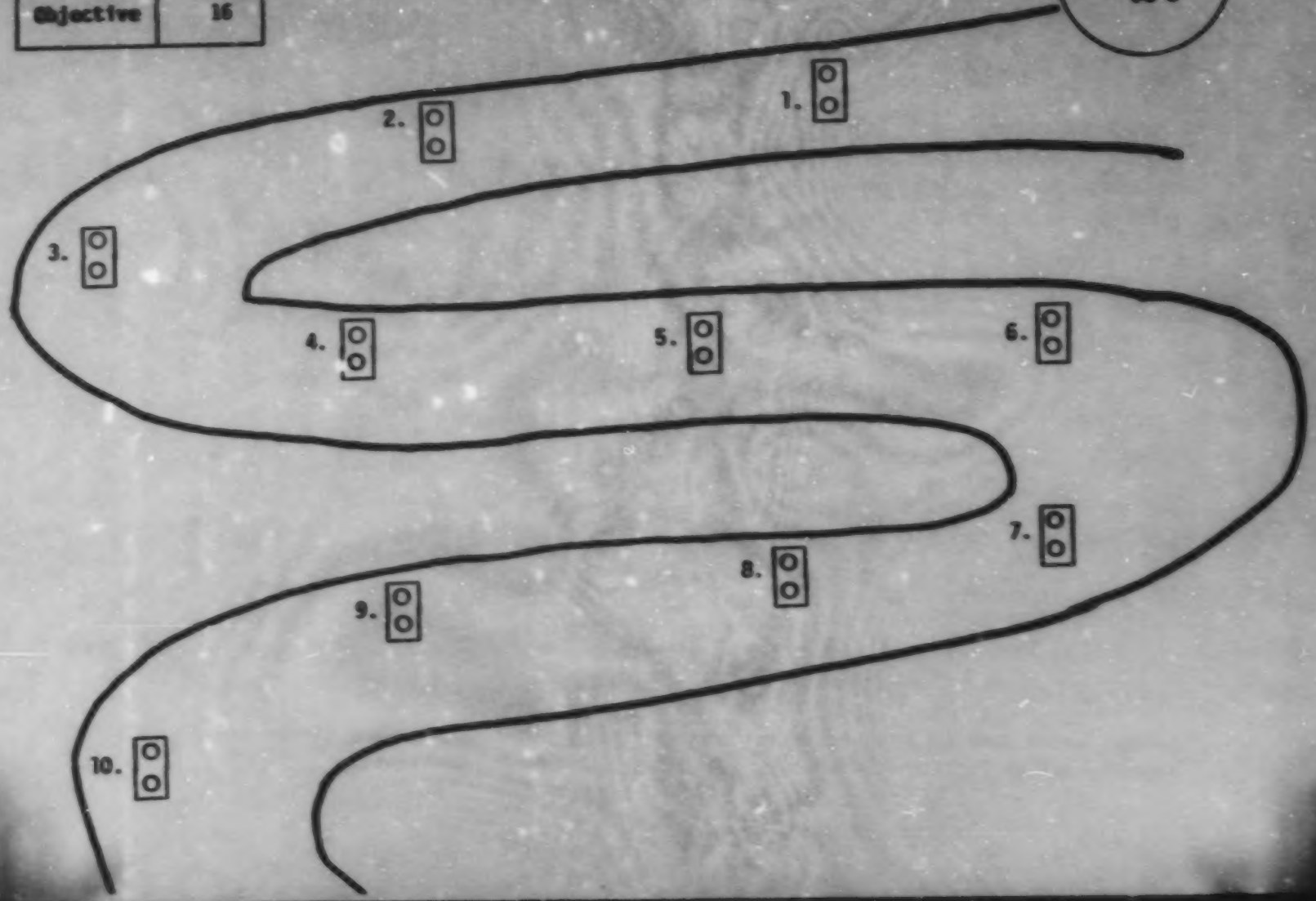
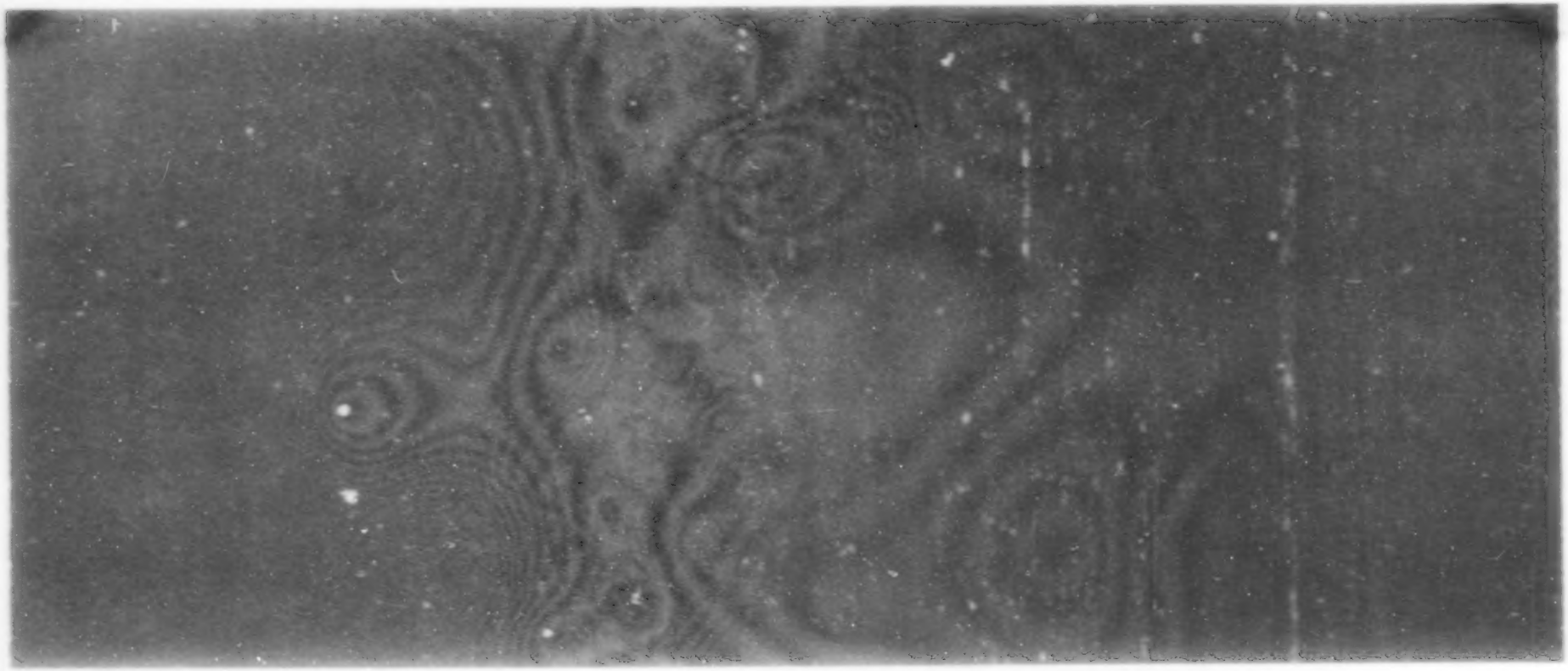
Present the following assignment to the students.

The following illustration represents a road. All along this road, there are red and green traffic lights.

- The red light stands for a negative action which you should try to avoid in the future or an attitude that you should try to change for the well-being of others.
- The green light indicates a positive action which you should try to perform.
- First, colour in red the lights corresponding to numbers 1 - 4 - 6 - 7 - 10, and colour in green the lights corresponding to numbers 2 - 3 - 5 - 8 - 9.
- Second, write down a positive action (actions to be taken) next to each of the green lights and a negative action (actions to be avoided) next to each of the red lights.

LEARNING ACTIVITIES

Unit	6.6
Objective	16

What Can You Do To Help

ACTIVITY SHEET
6B c